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AN ANALYSIS OF HIGH SCHOOL HUMANITIES COURSES IN FLORIDA.

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INFORMATION SUPPLIED BY PRINCIPALS AND TEACHERS IN RESPONSE TO QUESTIONNAIRES PROVIDED STUDY DATA TO ASSESS THE 1966-67 STATUS OF FLORIDA HIGH SCHOOL HUMANITIES PROGRAMS. OF 344 SCHOOLS, 136 OFFERED HUMANITIES AND HUMANITIES-TYPE COURSES, SEVEN HAD PREVIOUSLY OFFERED THEM, AND FOUR PLANNED SUCH COURSES. DEVELOPMENT OF THEM REPRESENTED EFFORTS BY INDIVIDUAL SCHOOLS TO MEET LOCAL PROBLEMS AND STUDENT NEEDS. OF 73 COURSES, 29 WERE TAUGHT BY ONE INSTRUCTOR, 20 BY TEACHER TEAMS, AND 29 BY ONE INSTRUCTOR OCCASIONALLY ASSISTED BY SUBJECT SPECIALISTS. ONE-THIRD OF THE COURSE WERE STRUCTURED HISTORICALLY, SIX THEMATICALLY, AND OVER HALF USED A COMBINATION OF STRUCTURES. ALTHOUGH NECESSARY AUDIO-VISUAL EQUIPMENT WAS ORDINARILY AVAILABLE, LARGE LECTURE ROOMS OFTEN WERE NOT, SUPPLIES WERE USUALLY INADEQUATE, SUFFICIENT TEACHER PLANNING AND PREPARATION TIME WAS NOT PROVIDED, AND CLASS TRIPS WERE USUALLY IMPOSSIBLE. ALL HUMANITIES TEACHERS HELD TEACHING CERTIFICATES AND TWO-THIRDS HAD TAUGHT FOR SIX OR MORE YEARS. HOWEVER, MANY TEACHERS FELT AT LEAST PARTLY UNPREPARED TO TEACH HUMANITIES COURSES, AND 71 PRINCIPALS BELIEVED THAT TOO FEW HUMANITIES TEACHERS WERE AVAILABLE AND ADVOCATED MORE INSERVICE TRAINING FOR THEM. (A COPY OF THE QUESTIONNAIRE UTILIZED IN THIS STUDY AND A SUMMARY REPORT ARE APPENDED. (RD)

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Robert D. Miller
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The Florida State University

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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**Cooperative Research Project
No. 6-8361**

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TABLE OF CONTENTS

I. PROBLEM	1
II. OBJECTIVES.....	3
III. RELATED LITERATURE.....	4
IV. PROCEDURE.....	5
V. ANALYSIS OF DATA AND FINDINGS.....	7
VI. CONCLUSIONS AND IMPLICATIONS.....	41

APPENDICES

A. SCHOOL QUESTIONNAIRE.....	52
B. SCHOOL QUESTIONNAIRE: TABULATION.....	53
C. PRINCIPAL'S QUESTIONNAIRE.....	54
D. PRINCIPAL'S QUESTIONNAIRE: TABULATION.....	59
E. TEACHER'S QUESTIONNAIRE.....	71
F. TEACHER'S QUESTIONNAIRE: TABULATION.....	76

INDEX OF TABLES

I. Summary by Counties of the Offering of Humanities and Humanities-type courses in Florida's High Schools, September, 1966	9
II. Schools by Counties which Offered a Course Designated "Humanities" in 1966-67, the Year in Which the Course was Established, the Method of Teaching Employed, the Number of Teachers, and Enrollment as Reported by Teachers.....	12
III. Schools by Counties Which Offered a Humanities-type Course in '66-'67 - (*Indicates School which also Offered a Course Designated Humanities.....	17
IV. Schools by Counties not Offering an Humanities Course During 1966-67, but Either Having Offered Such a Course Previously or Planning to Offer Such a Course During 1966-67.....	20
V. Year in Which Humanities Course was first Offered.....	23
VI. Humanities Enrollment by Grades as Reported to Accreditation Office and Supplied by Mr. Roberts.....	23
VII. Type of Instruction Employed by Size of School.....	30
VIII. Average Amount of Time per Subject Field Spent in 57 Single Teacher Humanities Courses.....	33
IX. Teacher's Preference for State Adopted Text, and/or Course Outline and Teacher's Guide.....	36

I PROBLEM

Less than ten years ago high schools in the larger urban areas of Florida began to offer, usually as an honors-type course, an "enriched" world history (Terry Parker High School, Jacksonville) or world literature (Southwest Miami High School) courses. Such courses made extensive use of materials from the several humanities fields, i.e. literature, art, music, philosophy. These courses seemed to have been developed because of special capabilities and interests of the instructors, because of the wider-ranging interests of college-bound students, and to provide a somewhat better high school preparation for the integrated-type humanities courses required in the Florida Universities' general education programs. Other Florida high schools shortly afterwards began to develop similar courses and even to introduce new "humanities" courses. Interest in this type of instruction continued to develop. In 1963 in Tallahassee and in 1964 in Tampa State-wide Orientation Conferences on the Humanities were held in which the importance of humanities materials as rightfully belonging to the high school curriculum was strongly affirmed, but no position was taken vis a vis humanities or "enriched" type courses. Nevertheless the offering of separate humanities courses continued to increase, and pressure placed upon teachers to teach this type course was sufficiently intense to cause the Florida Music Educator Association officially to recognize the problem and through its president to petition the Universities for assistance. Dr. Reid Poole wrote the President of the Florida State University in January 26, 1965

"Because of the rapidly developing interest in the humanities programs in high schools in recent years, it is requested that your university consider offering a summer workshop or courses in the teaching of humanities in the schools . . . It is expected that some of the universities will offer courses or workshops which will carry regular graduate or certification credit.

Although we realize that this request is late for these offerings to be presented in the summer of 1965, we, nevertheless, hope that

there will be some offerings developed to meet this expressed need of music educators and others working in the areas of the humanities in the schools."

This request, together with our knowledge of the development of humanities courses in the Florida High Schools, prompted Florida State to offer a Workshop for High School Humanities Teachers in the summer of 1965.

Preliminary to the Workshop questionnaires were sent to all high school principals. From these questionnaires - about 65% returned - we sent questionnaires to all teachers named by the principals seeking information about the courses. From the approximately 50 high schools actually offering humanities courses, September, 1964, we received replies from only 20. Time, unfortunately, did not allow for the necessary follow-up to secure greater response, even though a second request was sent to high school teachers who did not reply to our first request for information.

From the questionnaires returned we realized that much more study of the situation was needed. First, it became apparent that more schools had introduced, and were planning to introduce, Humanities or humanities-type courses than we (and the State Department of Education) were aware. Second, our questionnaire to the principals only mentioned Humanities courses, and as some principals pointed out, that while their school did not offer a course designated "Humanities" it did offer what we term an "enriched" world literature or world history course (usually for "honors" or college-bound students). Third, and admitting that the teacher return of the questionnaire was not as large as we would wish, team-teaching - seemingly most appropriate for Humanities instruction was used by a relatively few schools. Teaching by an individual instructor raised problems of teacher preparation mentioned by some of the teachers who responded and confirmed by the request of the Music Educator's Association. Four, the emphasis on ballet in one Humanities course, drama in another, and art in a third raised questions as to whether some of the courses were designed to take advantage of special or unique community

resources. Five, question was raised as to the most appropriate focus for the high school humanities type courses -- for the "general" or for the college-bound student, or for both. Six, question was raised as to the minimum (formal and informal) preparation of the teacher offering an "approved" humanities-type course and minimum facilities (library, audio-visual, etc. required for the offering of an "approved" humanities-type course.

II OBJECTIVES

1. To determine accurately by complete survey (a) the extent and (b) the type of humanities courses offered (and being planned to be offered) in the State of Florida.
2. To determine the factors which have led to the establishment of such courses.
3. To determine the types of instruction used in such courses, and provide some assessment from the vantage of (a) principals, and (b) teachers, of the effectiveness of these types of instructions.
4. To determine the "content" of all courses offered so that common elements can be identified.
5. By determining the actual use of special facilities (library, audio-visual, Educational TV, and community) in humanities instruction, coupled with teachers' comments regarding such facilities, to provide some assessment of minimum desirable, and optimum facilities requisite for satisfactory instruction.
6. By determining the actual formal and informal preparation of the teachers now engaging in such instruction to suggest some guide lines which the State Department of Education might use for possibly establishing certification of such teachers, and which advisors of students preparing to teach such courses might use in counselling.

7. The primary objective of the research will be to provide a factual base which will enable the colleges and universities in the state to develop new courses and modify existing courses in their programs, (including summer workshops or institutes) to provide the best possible method and content courses for high school teachers to better prepare themselves for high school "Humanities" instruction.

III RELATED LITERATURE

Much has been written on the "plight of the humanities" and the need for strengthening Humanities instruction generally as well as specifically in the elementary and secondary school as evidenced by Section 12, and specifically 12a of the National Foundation on the Arts and Humanities Act of 1965. Our research investigates the factors which have led to the introduction of humanities-type courses in the Florida High Schools (a phenomenon essentially of the last five years), the extent of such offerings, the content and placement of such courses, the preparation of teachers of such courses, and utilization of special facilities appropriate to such instruction. Literature on these matters is not available, and, aside from enrollments, information on these matters is not known even by the State Department of Education whose Humanities Curriculum staff worked closely with us on our preliminary study during the spring of 1965. Letters of inquiry were sent in the spring of 1965 and the summer of 1966 to the Superintendents of Education in all fifty states. From incomplete replies received we discovered that there seems to be a nation-wide trend toward the introduction of Humanities courses. In 1965, 23 states reported that some, at least, of their high schools had introduced Humanities courses. In 1966, 31 states reported the offering of Humanities courses. Missouri has published a guide for high school Humanities instruction. New York is in the process of publishing guides which this year

will be used in over 100 high schools. Pennsylvania is developing guides to be used not as a separate course but as a block program to be used in the junior and senior high schools, emphasizing universal issues in human life. New Hampshire and North Carolina report an interest in developing at the state level materials that might be used in humanities instruction, although North Carolina, working through the School of Education of the University of North Carolina at Chapel Hill, seems like Pennsylvania, to be interested in materials that can be used widely throughout the grades emphasizing the Humanities and human values rather than materials for a separate or specific course. Of the states, other than Florida, reporting, Michigan seems to have the largest percentage of schools offering Humanities courses. The development of Humanities courses in Florida does not seem, then, to be an isolated phenomenon but a development paralleled in part in a substantial number of other states. Our research, however, makes no effort to relate the development in Florida to other states but concerns itself exclusively with the attempt to develop the basic facts and information regarding the Florida programs.

IV PROCEDURE

To accomplish our objectives we devised three questionnaires. The first, hereafter referred to as the School Questionnaire, (Appendix A, page 52) was sent to the principals of all of Florida's schools offering work through the 12th. grade. From this questionnaire we were able to determine which of Florida's High Schools offered a course designated "Humanities", the year in which the course was first offered, which of Florida's high schools offered a humanities-type course, i.e., a course bearing departmental designation but which did in fact include at least 25 per cent of study materials from humanities fields other than that of the designated department, and the names of the teachers instructing

the courses. The second questionnaire (Appendix C, page 54) was sent to all principals whose school was reported to offer a course designated "Humanities". The third questionnaire (Appendix E, page 71) was sent to all teachers who were listed by their principals as teaching a course designated "Humanities". Questionnaires were not sent to principals of schools offering humanities-type courses only (or neither type), nor were questionnaires intentionally sent to the teachers of humanities-type courses. From the Principals' and Teachers' questionnaires was secured the factual data and opinions relating to the problems and objectives of our research, and which are analyzed and discussed in the body of our Report.

Correspondence with some principals and many teachers clarified a number of points of questionnaire response. This correspondence was supplemented by personal interviews by the investigators with Humanities teachers in Duval and Hillsborough Counties. However, because of the large percentage of responses to our questionnaires and the supplementary attachments and letters sent by teachers, extensive personal interviews with principals and teachers were not deemed necessary. The findings in this report, then, are based almost entirely upon the questionnaire responses.

V. ANALYSIS OF DATA AND FINDINGS

Our research was directed to the developing of data, both factual and opinion-expressing. For this reason a complete tabulation of each questionnaire is given in the Appendices, the tabulation following in each case the duplication of the three questionnaires. The data in this portion of the report will be analyzed and discussed in six sections, corresponding to the first six objectives of our study. The seventh objective will be dealt with in VI Conclusions and Implications.

1. Extent and type of Humanities courses currently offered in Florida High Schools

At the outset of our study we were aware that no clear understanding of what constitutes a Humanities course was widely current. In our covering letter to principals requesting their cooperation in completing the School Questionnaire we stated that we were

"seeking their assistance in identifying the schools in the state that, in addition to regular departmental courses in the Humanities area, e.g., in English, Art, Music, etc., actually do offer a course or courses officially designated and reported (to Mr. Lee Robert's office) as "Humanities". Also, we are interested in finding out whether a high school offers a course (or courses), which though not designated and reported as "Humanities", might be termed a "humanities-type" course in that the course (or courses) regardless of the departmental designation actually includes in a significant percentage study materials from other Humanities departments, e.g., English (literature), art, music, philosophy, etc., and is so organized to deal with these materials in some inter-related fashion",

and on the questionnaire itself in items two and three we repeated the distinction between a Humanities course and a humanities-type course. Despite this a few of the responses to the School Questionnaire when collated with the Teacher's Questionnaire were incorrectly reporting humanities-type courses as Humanities courses. In such cases where it appeared obvious that the School Questionnaire was in error, the investigators corrected the response to provide the figures in the tabulation. It is not surprising that such mis-reportings should occur in the School Questionnaire when as one teacher wrote: "Our course is a Humanities

course in everything but name", and another said "Our course is listed in the school catalog as a Humanities course even though it is called English - - -". Though we directed our investigation toward courses designated and reported as Humanities, it appears from teachers' comments and even from questionnaires inadvertently sent but completed by teachers teaching humanities-type but not Humanities designated courses that in many, perhaps in most cases, little distinguishes the two types of course other than formal designation. However, it must be noted that we directed our efforts in this study exclusively to courses formally designated Humanities, and while many of the statements made would probably apply to many humanities-type courses equally well, no claim can be made that they actually do.

We secured an immediate and substantial response to the first School Questionnaire. By means of a first, and when necessary, a second follow-up request for reply, plus one telephone call we were able to secure a response from every one of the 344 high schools offering course work through the 12th. grade. (The complete tabulation to the School Questionnaire is given as Appendix B, page 53).

86 of Florida's high schools reported offering a course designated and reported as Humanities. (To the principal of each of these 86 schools, a Principal's Questionnaire was sent.) 71 high schools (including 20 that offer a Humanities course) reported offering a humanities-type course. Summary by counties of Humanities and humanities-type offerings is given in Table I.

TABLE I

Summary by Counties of the Offering of Humanities and
Humanities-type Courses in Florida's High Schools
September, 1966

County	# high schools	# with Hs.	# with Hs.-type	# with neither	Remarks
Alachua	7	2	0(1)*	5	*first figure, schools offering only hs.-type course; second figure in parenthesis gives number of schools offering hs.-type course including schools that offer Humanities courses
Baker	2	1	0	1	
Bay	3	2	0	1	
Bradford	2	1	0	1	
Brevard	10	3	3(4)	4	
Broward	11	7	1	3*	*1 offered course in '64, not in '65
Calhoun	3	0	0	3	
Charlotte	1	0	0	1	*1 offered hs.-type course 1965 only
Citrus	3	0	0	3*	
Clay	4	1	0	3	
Collier	4	0	2	2	
Columbia	3	0	0	3	
Dade	18	4	7(9)	7	*1 will offer Hs. 1967-68
DeSoto	2	0	1	1	
Dixie	1	0	0	1	
Duval	18	8	0(3)	10*	
Escambia	13	4	0(1)	9	
Flagler	2	0	1	1	*will be called Hs. in 1967
Franklin	3	0	0	3	
Gadsden	6	0	0	6	
Gilchrist	3	1	1	1	
Glades	1	0	0	1	
Gulf	3	0	1*	2	

Hamilton	2	1	0(1)	1	
Hardee	1	0	0	1	
Hendry	3	0	1	2	
Hernando	2	1	0	1	
Highlands	4	0	0	4*	*1 offered '65, not '66 will 1967
Hillsborough	15	5	1(3)	9	
Holmes	4	0	0	4	
Indian River	2	1	1(2)	0	
Jackson	10	2	0	8*	*1 will offer Hs 1967
Jefferson	2	0	2	0	
Lafayette	1	0	0	1	
Lake	11	1	2	8*	*1 offered Hs in '65, not '66
Lee	4	0	2	2	
Leon	5	2	1(2)	2*	*1 offered Hs in '65, not '66
Levy	4	0	0	4*	*1 offered Hs. in '65, not '66
Liberty	2	0	0	2	
Madison	4	1	0	3	
Manatee	5	2	1(2)	2	
Marion	8	2	0	6*	*2 will offer Hs in '66
Martin	2	0	0	2	
Monroe	3	1	0	2	
Nassau	5	0	2	3	
Okaloosa	5	1	1	3	
Okeechobee	1	0	0	1	
Orange	13	6	4(7)	3	
Osceola	2	1	0	1	
Palm Beach	15	1	3	11*	*1 plans course; 1 Jr High only; 1 had Hs. '62-'63; 1 hopes to offer '67-'68

Pasco	4	1	1	2	
Pinellas	12	6	2(4)	4	
Polk	15	5	3(4)	7*	*1 course opened in 8 th grade; 1 course now College Prep. Engl., will be Hs. in '67 *1 offered '65, not able in '66
Putnam	5	0	0	5*	
St. Johns	4	1	0	3	
St. Lucie	2	0	0	2	
Santa Rosa	6	2	1	3	
Sarasota	4	1	1	2	
Seminole	5	4	0	1	
Sumter	4	0	0	4	
Suwanee	4	1	0	3*	*1 had Hs available '66 but no students electe the course
Taylor	2	0	0	2	
Union	1	0	0	1	
Volusia	8	3	2	3	
Wakulla	3	0	1	2	
Walton	4	0	1	3	
Washington	3	0	1	2	
	344	86	51(71)	207	

Summary: # of counties having schools offering an Humanities course
 # of counties having schools offering an humanities-type course only
 # of counties having schools offering both courses
 # of counties having schools offering neither type
 Calhoun, Charlotte, Citrus, Columbia, Dixie, Franklin, Gadsden, Glades, Hardee, Holmes, *Highlands, Lafayette, *Levy, Liberty, Martin, Okeechobee, *Putnam, St. Lucie, Sumter, Taylor, Union

(*3 of these offered Hs courses in '65, not able to do so in '66)

25.0% of high schools report offering a course designated Humanities
 15.0% of high schools report offering a humanities type course only
 (5.8% of high schools report offering both types)
 60.0% of high schools report offering neither a Humanities course nor a humanities type course

All schools reported.

A complete listing of schools, by counties, that reported offering a Humanities course is found in Table II.

TABLE II

Schools by Counties Which Offered a Course Designated "Humanities" in 1966-67, the Year in Which the Course Was Established, the Method of Teaching Employed, the Number of Teachers, and Enrollment as Reported by the Teachers

			Teachers Named by Principals	# Teachers Replying	Enrollment Reported by Teachers
<u>ALACHUA COUNTY</u>					
Gainesville High School	1965	Single	1	1	37
P. K. Yonge Laboratory School	1958	Single +	2	1	32
<u>BAKER COUNTY</u>					
Keller High School	1962	Single +	1	1	27
<u>BAY COUNTY</u>					
Bay High School	1962	Team	3	2	100
Rutherford High School	1964	Single	1	1	66
<u>BRADFORD COUNTY</u>					
Bradford Jr.-Sr. High School	?	?	1	0	-
<u>BREVARD COUNTY</u>					
Melbourne High School	1966	Team	2	1	60
Eau Gallie High School	1963	Single +	4	4	60
Satellite High School	1964	Single	1	1	78
<u>BROWARD COUNTY</u>					
Dillard Comprehensive High School	1966	Single	1	1	9
Fort Lauderdale High School	1966	Single	1	1	120
McArthur High School	1964	Single	1	1	31
Northeast High School	1964	Single	1	1	141
Nova Jr.-Sr. High School	1963	Team	2	2	426
Plantation High School	1965	Single +	1	1	90
South Broward High School	1962	Single	1	1	150
<u>CLAY COUNTY</u>					
Keystone Heights Elem-High School	1964	Single	1	1	20

Teachers Named by Principals	# Teachers Replying	Enrollment Reported by Teachers
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DADE COUNTY

Miami Carol City High School	1963	Single	3	2	100
Miami Norland High School	1965	Single +	1	1	131
Miami Palmetto High School	1965	Team	3	2	90
Miami Springs Senior High School	1965	Team	3	2	326

DUVAL COUNTY

Douglas Anderson High School	1962	Single +	1	1	20
Englewood High School #90	1963	?	1	0	-
Duncan U. Fletcher High School #223	1957	Single	1	1	90
Nathan Bedford Forest High #241	1966	Single +	1	1	50
Robert E. Lee High #33	1962	Single	1	1	96
Terry Parker High School #86	1959?	Team	1	1	40
Paxon High School #75	1958	Single	1	1	125
Samuel J. Wolfson High #224	1965	Single +	1	1	90

ESCAMBIA COUNTY

Escambia High School	1963	Team	1	1	120
J. M. Tate High School	1966	Single	1	1	29
Wedgewood Jr.-Sr. High School	1964	Team	7	1	165
W. J. Woodham High School	1965	Team	1	1	79

GILCHRIST COUNTY

Bell Elem.-High School	1966	?	1	0	-
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HAMILTON COUNTY

Hamilton County High School	1965	Single	1	1	24
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HERNANDO COUNTY

Moton School	?	?	2	0	-
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HILLSBOROUGH COUNTY

East Bay High School	1965	?	1	0	-
Hillsborough High School	1963	Team	3	3	96
King High School	1965	Single	1	1	-
Leto High School	1966	Single +	3	1	32
Middleton High School	1965	Single	1	1	66

INDIAN RIVER COUNTY

Vero Beach Senior High School	1966	Single +	1	1	56
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			Teachers Named by Principals	# Teachers Replying	Enrollment Reported by Teachers
<u>JACKSON COUNTY</u>					
Cottondale High School	1965	Single +	1	1	-
Graceville High School	1965	Single +	1	1	17
<u>LAKE COUNTY</u>					
Leesburg High School	1965	Single +	1	1	17
<u>LEON COUNTY</u>					
Leon High School	1963	Single	1	1	146
Lincoln High School	1963	Single	3	1	62
<u>MADISON COUNTY</u>					
Madison High School	1966	Single +	2	1	-
<u>MANATEE COUNTY</u>					
Manatee High School	1960	Single	1	1	60
Southeast High School	1964	Single +	1	1	26
<u>MARION COUNTY</u>					
Lake Weir High School	1966	?	1	0	-
Ocala High School	1964	Single +	1	1	160
<u>MONROE COUNTY</u>					
Key West High School	1965	Team	2	2	50
<u>OKALOOSA COUNTY</u>					
Niceville Senior High School	1966	Single +	1	1	-
<u>ORANGE COUNTY</u>					
Apopka Memorial High School	1965	?	2	0	-
Maynard Evans High School	1963	Single +	1	1	51
Oak Ridge Jr.-Sr. High School	1965	Single	1	1	33
Lakeview High School	1965	Single	1	1	24
Hungerford Jr.Sr. High School	1966	Single	1	1	38
Winter Park High School	1965	Single	1	1	36
<u>OSCEOLA COUNTY</u>					
Osceola High School	1965	Single +	1	1	76

Teachers Named by Principals	# Teachers Replying	Enrollment Reported by Teachers
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PALM BEACH COUNTY

Belle Glade High School	1964	Team	3	3	56
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PASCO COUNTY

Zephyrhills High School	1965	Single +	1	1	16
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PINELLAS COUNTY

Dunedin High School	1963	Team	2	2	70
Largo High School	1965	Team	1	1	-
Boca Ciega High School	1962	Team	2	1	-
Dixie Hollins High School	1962	Team	4	3	130
Lakewood High School	1966	Single +	1	1	-
St. Petersburg High School	1964	Team	3	3	100

POLK COUNTY

Auburndale Senior High School	1964	Single +	1	1	60
Oakland Jr.-Sr. High School	1966	?	1	0	-
Kathleen Senior High School	1965	Team	3	3	60
Lakeland Senior High School	1966	Single +	4	4	260
Winter Haven Senior High School	1964	Single +	1	1	68

ST. JOHNS COUNTY

St. Augustine High School	1966	Single +	1	1	29
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SANTA ROSA COUNTY

T. R. Jackson High School	1966	Single	1	1	75
Jay High School	1963	Single +	1	1	56

SARASOTA COUNTY

Riverview High School	1962	Team	2	1	43
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SEMINOLE COUNTY

Crooms High School	1966	Single	1	1	60
Lyman High School	1965	Single	1	1	37
Oviedo High School	1965	Single +	1	1	18
Seminole High School	1966	Single +	1	1	100

			Teachers Named by Principals	# Teachers Replying	Enrollment Reported by Teachers
<u>SUWANNEE COUNTY</u>					
Suwannee Senior High School	1960	Single	1	1	-
<u>VOLUSIA COUNTY</u>					
Deland Senior High School	1964	Single +	1	1	100
Mainland High School	1961	Team	3	3	90
New Smyrna Beach Senior High School	1963	Single	2	2	15
			134	104	5,511

A complete listing of schools, by counties, that reported offering humanities-type courses is found in Table III.

TABLE III

Schools by Counties Which Offered A Humanities-type
Course in '66-'67 - (*Indicates School Which Also
Offered A Course Designated Humanities

ALACHUA COUNTY

*Gainesville High School

BREVARD COUNTY

*Melbourne High School
Andrew J. Gibson High School
Merritt Island High School
Titusville High School

BROWARD COUNTY

Shannahan High School

COLLIER COUNTY

Bethune Elem.-High School
Naples Senior High School

DADE COUNTY

*Miami Springs Senior High School
*Miami Carol City High School
Miami Coral Park High School
Hialeah High School
Southwest Miami Senior High School
South Dade Senior High School
Miami Edison Senior High School
Miami Senior High School
Miami Jackson Jr. & Sr. High School

DESOTO COUNTY

Smith Brown High School

DUVAL COUNTY

*Nathan B. Forrest High School
*Douglas Anderson High School
*Samuel W. Wolfson High School

ESCAMBIA COUNTY

*Escambia High School

FLAGLER COUNTY

Carver High School

GILCHRIST COUNTY

Trenton Elem.-High School

A complete listing of schools, by counties, that reported offering humanities-type courses is found in Table III.

TABLE III

Schools by Counties Which Offered A Humanities-type
Course in '66-'67 - (*Indicates School Which Also
Offered A Course Designated Humanities

ALACHUA COUNTY

*Gainesville High School

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*Melbourne High School
Andrew J. Gibson High School
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Shannahan High School

COLLIER COUNTY

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Naples Senior High School

DADE COUNTY

*Miami Springs Senior High School
*Miami Carol City High School
Miami Coral Park High School
Hialeah High School
Southwest Miami Senior High School
South Dade Senior High School
Miami Edison Senior High School
Miami Senior High School
Miami Jackson Jr. & Sr. High School

DESOTO COUNTY

Smith Brown High School

DUVAL COUNTY

*Nathan B. Forrest High School
*Douglas Anderson High School
*Samuel W. Wolfson High School

ESCAMBIA COUNTY

*Escambia High School

FLAGLER COUNTY

Carver High School

GILCHRIST COUNTY

Trenton Elem.-High School

GULF COUNTY

Port St. Joe High School

HAMILTON COUNTY

*Hamilton County High School

HENDRY COUNTY

Harlem Academy

HILLSBOROUGH COUNTY

*King High School

*Leto High School

Blake High School

INDIAN RIVER COUNTY

*Vero Beach High School

Gifford High School

JEFFERSON COUNTY

Jefferson County High School

Howard Academy Elem.-High School

LAKE COUNTY

Lincoln Park Elem. School

Groveland High School

LEE COUNTY

Dunbar Sr. High School

N. Ft. Myers Jr.-Sr. High School

LEON COUNTY

*Lincoln High School

Florida State University School

MANATEE COUNTY

*Manatee High School

Palmetto High School

NASSAU COUNTY

Peck Elem.-High School

Fernandina Beach High School

OKALOOSA COUNTY

Choctawatchee High School

ORANGE COUNTY

*Maynard Evans High School

*Winter Park High School

*Apopka High School

Boone High School

Jones High School

Colonial High School

Edgewater High School

PALM BEACH COUNTY

John F. Kennedy High School
Boca Raton High School
Carver Jr.-Sr. High School

PASCO COUNTY

Pasco Senior High School

PINELLAS COUNTY

*Dixie Hollins High School
*Lakewood High School
*Northeast High School
Seminole High School

POLK COUNTY

*Lakeland Senior High School
Jewett Jr.-Sr. High School
Bartow Senior High School
Haines City Senior High School

SANTA ROSA COUNTY

Chumuckla High School

SARASOTA COUNTY

Sarasota High School

VOLUSIA COUNTY

Chisholm High School
Campbell Senior High School

WAKULLA COUNTY

Crawfordville High School

WALTON COUNTY

Tivoli High School

WASHINGTON COUNTY

Roulhac Elem.-High School

Eight schools are planning to offer a Humanities course in 1967. In four of these schools, the Humanities course will actually be a redesignation of an existing humanities-type course. Seven schools report previously offering a Humanities course, but state they were unable to do so in 1966. Interestingly, the reasons for not continuing to offer the course, when given, were related to the loss of or unavailability of a Humanities teacher. The schools referred to above are listed, by counties, in Table IV.

TABLE IV

Schools by Counties not Offering an Humanities Course During
1966-67, but Either Having Offered Such a Course Previously
or Planning to Offer Such a Course During 1966-67

BROWARD COUNTY

Pompano Beach High School

offered a course in '64 and '65, not in '66

DUVAL COUNTY

Eugene J. Butler High School

will offer Humanities 1967-68

GULF COUNTY

Port St. Joe High School

presently has a humanities-type course labeled World Literature, will be called Humanities in 1967

HIGHLANDS COUNTY

Lake Placid High School

offered a course in 1965, not able to in 1966, will probably offer in future on alternate years

JACKSON COUNTY

Sneads High School

plans to offer an Humanities course in 1967

LAKE COUNTY

Clermont High School

offered a course in '65, not in '66

LEON COUNTY

James S. Rickards High School

offered a course in '65, not in '66

LEVY COUNTY

Bronson High School

offered a course in '65, not in '66

MARION COUNTY

Dunnellon High School
Howard High School

will offer a course in 1967
will offer a course in 1967

PALM BEACH COUNTY

East Lake High School
Palm Beach High School
Roosevelt Jr.-Sr. High School
Seacrest High School

offered a course 1962-63, not offered now
plan a course for 1967-68
has course open only to junior high students
plans a future course

POLK COUNTY

Bartow High School

has a course labeled College Prep. Eng.,
will be Humanities in 1967

PUTNAM COUNTY

Middleton High School

offered a course before, but was not able
to fit into the schedule this year

SUWANEE COUNTY

Douglass High School

offered a course in 1966, but no students
elected to take the course

The first Humanities course was offered in 1957, with 12 more schools offering such a course by 1962. 25 schools reported first offering a Humanities course in 1965, and 22 reported offering the course for the first time during the current 1966 school year. Of the 86 high schools currently offering Humanities courses, 47 or 54.6 percent of them are offering such courses for the first or second time.

Most of the courses, 65, were offered for a full year only. Eight were offered for one semester only, and 13 were offered for either one or two semesters. In 15 schools, the Humanities course was open to all students; in 38, it was open to Juniors and Seniors, and in 33 it was open to Seniors only. Only three principals reported the course as open primarily to Honors Students. 34 courses were primarily for college bound students. Only five schools reported the course was designed for the general student. (Three schools reported offering separate sections for college-bound and general students.) Most of the courses, 44, were open to all students.

Not surprisingly, the offering of a Humanities course is related to school size. 30 of the courses are offered in schools graduating over 400 students, 22 in schools graduating 201-400, 18 in schools graduating 101-200, seven in schools graduating 51-100, and nine in schools graduating fewer than 50 students.

The Florida State Department of Public Instruction does not have a record available of the schools which have Humanities courses, although the enrollments in such courses are reported by grade to the office of Mr. C. Lee Roberts, Coordinator of Accreditation Services. (As these reports become fully computerized, and retrieval programs set up, information regarding specific schools will become more readily available). The Humanities enrollment as reported by grades strongly supports our questionnaire results as comparison of the following tables will show.

TABLE V

Year in which Humanities course was first offered

1957	1 school
1958	2
1959	0
1960	2
1961	1
1962	7
1963	12
1964	12
1965	25
1966	22
Year not given	2
1966 Enrollments as reported by teachers (from Table II) 16 schools not reporting	5,511

TABLE VI

Humanities Enrollment by grades as Reported to
Accreditation Office and Supplied by Mr. Roberts

	Grade	No. Students Total	No. Classes Total	No. Teachers Total
1957-58	10th.			
	11th.	Not Available		
	12th.			
	Totals			
1958-59	10th.			
	11th.	Not Available		
	12th.			
	Totals			
1959-60	10th.	> 39	2	
	11th.			
	12th.			
	Totals			
1960-61	10th.	> 87	4	
	11th.			
	12th.			
	Totals	87	4	

	Grade	No. Students Total	No. Classes Total	No. Teachers Total
1961-62	10th.	Not available		
	11th.			
	12th.			
	Totals			
1962-63	9th.	0	0	Not reported
	10th.	0	0	
	11th.	49	2	
	12th.	598	24	
	Totals	647	26	
1963-64	9th.	29	1	1
	10th.	63	3	3
	11th.	73	2	2
	12th.	1258	46	32
	Totals	1423	52	Not Accumulative
1964-65	9th.	55	2	2
	10th.	130	5	3
	11th.	153	5	3
	12th.	2403	88	65
	Totals	2741	100	Not Accumulative
1965-66	9th.	399	13	7
	10th.	472	19	11
	11th.	675	25	15
	12th.	3169	120	86
	Totals	4715	177	Not Accumulative
1966-67	9th.	728	26	16
	10th.	458	17	10
	11th.	538	21	13
	12th.	3812	144	90
	Totals	5536	208	Not Accumulative

While the increase in Humanities enrollments as reported to the State Department parallels the increased offering of Humanities designated courses, two cautions must be noted. The reported Humanities enrollments in the ninth grade, especially for the years 1965-66 and 1966-67 strongly suggest that a number of Junior High Schools are also offering Humanities designated courses (this would be an area for additional research). However, 34 of the 86 schools in our study do offer course work in the

ninth grade, and it is therefore reasonable to suppose that some of the enrollments reported by the teachers responding to our questionnaire were at the ninth grade level. Furthermore, teachers from only 70 of the 86 schools gave course enrollment figures on the questionnaire. While these schools not reporting are mostly the smaller schools, nevertheless the total enrollment in Humanities courses in the 86 schools would seem to be at least several hundred larger than the 5,511 reported by the teachers. Eliminating a portion of the 1966 ninth grade enrollments as reported to the State Department as from Junior High Schools not touched by our survey, and adding a reasonable number to the enrollment as reported by the teachers to allow for schools from which we received no enrollment figures, would suggest a discrepancy of perhaps 400 or more between the figures reported to us and figures reported to the State Department. Even granting that the reports to the State Department are accurate and the reports on the questionnaire approximate, the difference would apparently still need to be explained. Unfortunately, at this time, retrieval by school of the State Department figures is not possible, and so we have no direct means of checking one set of enrollment figures against the other. However, since our enrollment figures (when allowance is made for non-reporting schools) are larger than those reported to the State Department, it is reasonable to suppose that enrollments in some of the courses reported on our questionnaire as Humanities courses are nevertheless reported to the State Department under some departmental designation. Such reporting is explainable since a number of the teachers reported their course designated in some hyphenated fashion, e.g., Humanities-Western Culture, Humanities-Theatre Arts, etc. The problem of definition which was discussed at the beginning of this section plagues us still. It probably will not be resolved, if then, until the State establishes some guidelines for Humanities courses, and recognizes "certification" in Humanities. Nevertheless, it is clear that enrollment in Humanities courses is substantial, and, apparently, is considerably larger than actually reported to the State Department under Humanities designation.

2. Factors which have led to the establishment of Humanities courses

Both principals and teachers were asked in their respective questionnaires to identify the reasons why a Humanities course was offered in their school. Since 62 of the 83 principals replying to the questionnaire stated that they were the principal when the course was initiated, and 76 out of 104 responding teachers stated that they were one of the original planners of the course, the reasons expressed would seem to have a high degree of validity. The great variety of answers offered (see complete tabulation in Appendix D, page 59, and Appendix E, page 71), do not provide opportunity for clear statistical summation.* However, it seems clear that the most frequently stated reason offered both by principals and by teachers was the concern that their students be prepared for future college work. A number of teachers commented that their students had experienced difficulties with Humanities classes at the several state universities and that there was a need to rectify the situation. Nine principals explicitly affirmed this reason also, with one adding that since the introduction of the high school Humanities course, previous complaints of unpreparedness for a college Humanities course completely disappeared. Nevertheless, only 12 schools reported that their Humanities course was primarily organized for college-bound students, and three of these schools had a special section for the general student.

From the total range of reasons offered, it is clear that though improving the preparation of college-bound students might have been the decisive factor in establishing the course, a broad concern was expressed to develop the cultural interests of all high school students. There were variations in the manner in which this concern was stated. Among these were (a) need for "cultural thinking", (b) to enrich lives

*Factual data from both the Principal's and Teacher's Questionnaires will be tabulated and presented in Tables in the body of the Report. Opinion statements, on the other hand, will be reproduced in order of frequency, in the Appendices, but since these statements do not lend themselves to tabulation, only generalizations derived from them will be given by the investigator in the body of the Report.

of the "culturally deprived", (c) to develop cultural interests and the appreciation of artistic endeavors and achievements, (d) to provide an opportunity for the student to become acquainted with music, literature, art and philosophy of the Western World, and (e) as a means of combatting a lack of cultural opportunities in the community. There is also some concern expressed to upgrade and broaden the curriculum and to satisfy educational needs other than science and mathematics. The last statement is strongly reinforced by the responses of the principals to item 18 on their questionnaire. Thirty-one stated that the role of the Humanities in a science-technological age was to preserve the cultural heritage, 54 stated that the Humanities should make the student more aware of cultural expressions, and 66 stated that the Humanities should make understanding of our heritage a source of vital meaning.

The reasons given for initiating a Humanities course, mainly, to strengthen basic preparation for college-bound students and to broaden the curriculum relating to cultural values for all students are reasons for strengthening the high school curriculum rather than reasons for offering a special inter-related Humanities course. Strangely enough, an apparent obvious reason was not directly stated, and that is, that in a high school curriculum already filled with "required" courses in mathematics, science, foreign languages, history, and english, an inter-related course dealing with world literature, art, music and philosophy would appear the only practical means of providing for most students a minimum exposure to these subjects. It is possible that this reason was implicit in many of the principals' and teachers' responses to item 47 of the teacher's questionnaire (Appendix F, page 90). However, a more fundamental reason for the initiation of the Humanities course seems to be implied in the range of opinions expressed in this section of the questionnaire, mainly, that in the Humanities course there is less pressure to "cover materials", and more stress upon the intangibles of "understanding", or freedom of discussion, on creativity and creative thinking, of "awareness", of "appreciation", of "enjoyment", of culture

seen in historical and personal perspective, of man as a creative, sensitive and value-asserting individual. The opportunity for both the teacher and the student to investigate, interpret, and relate materials pertinent to personal and community life and aspiration certainly appears to have loomed large in the decision to introduce the Humanities course.

The initiation of the Humanities course seems to have been the result of joint administrative, teacher and student interest. This is brought out in responses specifically to items 6 and 17 of the principal's questionnaire. While 37 of the 83 principals stated that they presented the idea to the faculty, 24 stated that they were approached by the faculty. Fifty principals stated that faculty interest was instrumental in their approving the introduction of the course. One principal reported running an interest survey among pupils. Nine other comments indicated student interest as a factor in the decision. Six principals indicated as a factor in their decision to approve the course the fact that other high schools had such a course, and only three indicated that the initiation came from outside the school itself, e.g., the county superintendent.

Of the 63 principals who were principals at the time the course was initiated, only three indicated that they were then opposed to the offering of the course. Of the three opposed, the following reasons were given: no state outline, teachers lack training, and "teacher had some doubts". Of the same 63 principals only one stated that he was not opposed to the offering of the course. His reasons seemed to be based upon the fact that the course attempted to do too much in terms of content, that there should be a state-wide initiated course outline and teacher guide prepared, and the difficulty of reaching a middle ground of course presentation with such a wide range of student abilities in class. These same principals stated that only in three cases was there faculty opposition to the establishment of the course. The opposition one principal went on to say, was expressed by some teachers but not by the teachers

teaching the course. Another principal stated that some of his teachers thought the Humanities course might only be an educational fad. And as for present opposition, only one of the 63 principals stated such existed. Here the opposition seemed to be based upon the difficulty which the teacher was experiencing in organizing the materials which she was attempting to use in the course. Eleven of the principals asserted that they had taken some initiative in developing the Humanities course beyond what it was originally. Seven of the comments on this point dealt with the effort of the principal to secure more materials for the teachers of the course. Two mentioned their efforts in developing a team approach for the instruction of the course. One was interested in expanding the course so that it would in the future not be limited to top students.

Sixteen principals responded to item 16 of their questionnaire. Thirteen of these stated that if the course had not already been at the school they would have initiated it. Three were not sure and only one said no. The reasons for initiating the course paralleled those already discussed. The one man who stated that he would not have initiated the course did so by simply indicating that he would not have initiated such a course in his first year as principal, a statement not necessarily implying opposition to a Humanities course.

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three indicated that the initiation came from outside the school staff, e.g., county superintendent, or evaluation teams.

3. Types of instruction in Humanities Courses

It would seem that team teaching would be the most appropriate method of instruction for an interrelated Humanities course dealing as it does with material from literature, art, music, and philosophy. We have information from the teachers of 78 of the 86 Humanities courses reported. Only 20 of these courses use the team approach. One school reports that it has one class team taught with another class taught by an individual teacher. 29 courses are taught by a single instructor, and 29 more are taught by a single instructor who has the occasional assistance of a subject specialist. Of the eight schools for which we have no teacher's questionnaire returned, it is reasonable to suppose that the method employed in these schools is that of a single instructor or a single instructor plus the assistance of a specialist. The supposition is based on the facts that (1), with one exception when two teachers were named, the principal named only one instructor, and (2), these schools were relatively small schools where single teacher instruction is most frequently used.

The size of the school seems to be a factor in utilizing the team approach. The larger schools with more faculty and generally greater facilities more frequently use this approach. This becomes apparent when Table VII is examined.

TABLE VII

Type of Instruction employed by size of school

Graduates	Single Teacher*	Single Teacher Plus Specialist	Team
below 50	2 (1)	3	0
51-100	2 (3)	4	1
101-200	6 (2)	8	2
201-400	9 (2)	8	7
over 400	10 (0)	6	10

*The eight schools not reporting are assumed to utilize a single teacher and are indicated by the additional number in parenthesis.

On item 20 of their questionnaire the principals were asked to indicate the type of instruction they favored for Humanities classes. 46 say that they favored team instruction, 23 favored the single teacher. Seven principals stated that the type of instruction depended upon the availability and training of the teachers available. Five others stated that they were not sure which method they favored. Comments from this group indicated the indecision was related to the availability of adequately trained teachers.

Not all principals stated reasons for favoring one type of instruction over the other. Reasons for favoring team teaching seemed to emphasize theoretic considerations, e.g., that quality instruction would be achieved if done by specialists, or that no one teacher has sufficient training or background to teach the broad-based Humanities course. Theoretic considerations, also, seemed to influence those principals favoring a single teacher. They mentioned that a single teacher (aided by specialists is better able to maintain a unity in the presentation of class material.

Behind (and sometimes clearly stated) the questions of method of instruction is the problem of securing competent and broadly trained teachers. One principal stated in effect that theoretically he favored team instruction, but he had a well trained teacher who was doing an excellent job in single teacher instruction. This, and other practical considerations, might explain why 46 principals favored team instruction while only 20 schools reported using this method. One principal stated that the Humanities course in his school, now single taught, would be team taught in the future. Two principals whose teachers reported team-type teaching said they favored single type instruction. In one instance the principal wanted to stress the importance of a single person in charge of the course to give it unity and direction, though he admitted the necessity of assistance to the teacher in charge. It is interesting to note that this principal's school is the only school of which we have knowledge that has both the teacher in charge and the assistant teacher continuously present in

in the classroom. The other principal, though stating he favored a single teacher, clearly meant a "specialist" teaching individual units of the course by referring to the "rotation" system used in his school.

There is some question in the minds of the investigators whether the method of team-teaching is clearly understood. A letter was directed to one of the teachers in each of the schools in which the teachers reported team-teaching. This letter requested information relating to the organization of the course, class and testing procedures, common lectures, etc. Unfortunately only a few replies were received, and we were forced to rely mainly upon the comments in the Teacher's Questionnaire. Of the 20 schools reporting team-teaching, one has two certificated teachers continuously in the classroom with one serving as teacher in charge. Five indicated team-teaching with no explanation of procedure. Seven schools indicated a fairly clear and coordinated team approach. Eight schools indicated only that students rotated among the teachers (every 12 weeks for seven, every six weeks for one). Whether the "rotation" system actually represents "team"-teaching in any instance is unclear. Two teachers from different schools specifically stated that the individual teachers in their "team" worked independently and that at no time did all teachers meet with any class or all students enrolled.

While theoretical arguments might be advanced to support both types of instruction practical consideration such as number of students enrolled, lack of facilities, unfamiliarity with team-teaching procedures, etc., seem to be the primary factor in utilizing a single teacher (or single teacher aided occasionally by a specialist) for instruction in 58 of the 86 Humanities courses currently offered in the state.

4. Content of Humanities Courses

The complete tabulation of teachers' responses to questions relating to content - subject areas used, subject matter structuring, study materials employed, and classroom aids used, (with duplications eliminated when more than one teacher from any

one school responded to the questionnaire) is found in Appendix E, page 79, under items 13, 15, 16, 17, 18, and 19. Practically all courses attempted to include materials from literature (68 schools), art (75 schools), and music (76 schools). Philosophy (65 schools), and history (51 schools) were identified in slightly lesser frequency. Dance was specifically mentioned as included in 18 school programs; drama (eight schools, religion (seven schools), psychology (three schools) anthropology (two schools) were mentioned by relatively few. The fields of subject matter are not all mutually exclusive. "History" is certainly ambiguous, and "religion" cannot always be disassociated from aspects of art, music, literature and philosophy. It seems clear that the Florida high school Humanities courses conform to a traditional pattern of such courses in that they attempt to utilize materials from literature, art, music and philosophy. One interesting exception was discovered. One of the most "progressive" high schools in the State has developed a Humanities course for slow or reluctant learners, avoiding discursive materials while emphasizing the visual, tactical, and auditory.

Unfortunately, the question relating to percentage of time devoted to subject fields used was largely ignored by the responding teachers. Teachers from team-teaching schools using a "rotation" system did state that approximately equal time was given to literature, art, and music with philosophy handled usually by the literature teacher, or in one instance by the music teacher. An analysis of 57 single teacher programs (where percentage figures were stated), showing average amount of time spent on the various subjects in these courses is found in Table VIII.

TABLE VIII

<u>Average amount of time per subject field spent in 57 single teacher Humanities courses</u>	
Literature	24.57%
Art	21.28%
Music	19.51%
Philosophy	12.68%
Architecture	9.58%
History	6.31%
Dance	1.31%
Other	3.78%

One-third of the courses are structured historically (33 of 79). All but two of these courses are single teacher taught. A thematic organization is found in six courses (three, team taught, and three, single teacher taught). No teachers reported using exclusively a Great Figures or a Great Books approach. 47 schools report a combination of structure (15 team, and 32 single). 19 of the single teachers and 11 team-taught courses report the historical approach as part of their "combination" course structuring. 66 or 83.5 per cent of the courses, then, are directly or indirectly oriented toward an historical approach.

Nearly all of the possible cultural periods were reported as studied in one or more of the courses. The Greek in 65, the Medieval in 53, the Renaissance in 58, the Modern and Contemporary in 51, not unexpectedly being the areas most frequently reported.

While 12 schools reported using a thematic approach, and in item 17 reported "themes" used, the responses were not always appropriate to the question, and no one dominant theme seems to emerge as common to the structure of these courses, except possibly "man's effort to find meaning and value", with "war", "family", "religion", "education", and "freedom" mentioned as aspects of emphasis.

Similarly, with the Great Books (six schools) and Great Figures (four schools) approach, (item 18, Appendix F, page 82) no clear generalization can be made.

Responses by teachers reporting using a "combination" approach, tabulated under item 19, (Appendix F, page 83), are relatively few for the number of schools reporting using this method (37), and, again, are not always appropriate to the question. No generalization appears possible regarding this reported structuring of subject materials, other than that no one of the suggested structures is followed exclusively, and that while probably the historical approach is basic, themes, Great Books, Great Figures, are emphasized appropriate to period, or subject being considered.

Two important considerations should be emphasized at this point. Humanities courses are relatively new in Florida's high schools. No certification standards have as yet been established, no "methods" courses are as yet available in the standard Education curriculum of the various schools and colleges of education in the State. The approach to these courses, as brought out frequently in the questionnaires and related comments and correspondence, is strongly exploratory and experimental. Content and structure are continually changing and evolving. Furthermore, there has not yet been published a State approved "course outline" and/or "teacher guide", or even a State recommended text or texts. Aside from the facts that in nearly all the courses the subject fields of literature, art, music, and philosophy are dealt with in some interrelated fashion, and that the humanistic and creative concerns and achievements of the Greek, Medieval, Renaissance, Modern and Contemporary periods are emphasized with usually an effort made to relate these materials and ideas to present day man's search for value and meaning, no other generalization seems possible. The courses, with their rich range of variations, must be thought of as developing in each school situation out of the special capabilities of faculty, physical facilities available, and presumptions of student needs and interests.

Teachers were asked to respond to desirability of having State adopted text or texts, and to the desirability of having a State developed course outline and teacher's guide. Their response is tabulated in Table IX.

TABLE IX

Teacher's preference for state adopted text,
and/or course outline and teacher's guide

1. Would like State adopted text (s)	
Yes	54
Yes, if not required	11
No	23
2. Would like standard course outline and teacher's guide	
Yes	71
Yes, if not required	6
No	23
Yes for both	57
Yes for text, no for outline	9
Yes for outline, no for text	16
No for both	11

Many teachers commented on the lack of an adequate high school Humanities text in addition to their response to items 23 and 24 of the questionnaire. It is interesting to see what the teachers reported actually using in their classes. 45 stated that no textbook was used. 13 stated (without specification) that a textbook combining art, literature, music materials was used. One school in addition stated that the Cross and Landow, Search for Personal Freedom volumes were used (a college text developed for the Colorado State College Humanities course). 16 schools reported using a textbook on the arts, 19 a textbook on the history of music, and 12 a textbook on world literature. Paperbacks, selected for the course, were used in 65 schools. 30 schools reported developing a special syllabus on materials used in their schools. Duval County schools reported availability, but not exclusive use, of a Humanities syllabus developed by a select group of teachers under the auspices of the Duval County Humanities Council. One school reported using the syllabus developed for the required Sophomore Humanities course at Florida State.

With respect to a State teacher's guide and course outline, the responding principals were 72 to 10 in favor of having one.

It is clear from the foregoing that no "standard" Humanities course has evolved as yet. Despite many principals' and teachers' assertion of a preference for the availability of both a State adopted text (s) and a State approved course outline and teacher's guide, it was evident to the investigators that the preference stated was a desire for the availability of such materials, not a desire for standardizing the courses in the State.

5. Special facilities used in Humanities

It would be expected that a Humanities class would make extensive use of audio-visual aids. Only nine of the reporting schools indicated that they had no adequate facilities (darkened room, screen, film-strip, and/or slide projector, tape or record player, etc) either continuously available in the classroom or readily accessible. 77 schools reported the availability of most of the basic audio-visual equipment. Only eight of them, however, report that the classroom was completely equipped with all facilities. (See Appendix E, items 25-37, page 85).

Slides, records, art reproductions are available to most teachers, with 50 or more, reporting their continuous availability to the classroom. Local school resources are supplemented by personal collections of travel slides and records, as well as audio-visual materials borrowed from the county audio-visual center, or rented or borrowed from the several State Universities, or from nearby art centers or museums. 40 teachers reported having a special budget for renting or purchasing needed class materials. 64 teachers reported that they had no such funds available. The last statement compares closely with item 22 on the Principal's Questionnaire where 28 principals stated that there was a special budget for the Humanities course while 54 reported there was none.

63 teachers reported that there were no school facilities where students during study periods or after school can look at slides or art reproductions and listen to records or tapes. Almost half as many teachers (28-35) stated that there were such facilities. 62 teachers reported that none of these materials were available for

overnight student borrowing. 33 teachers stated records were available for overnight student borrowing, with art reproductions and slides not nearly as frequently available.

About half the courses required some "creative" work on the part of the student. Writing was the most favored activity, with painting mentioned by 24 teachers. Playing an instrument, dance, drama, sculpture, were specified by a very few.

About half of the responding teachers stated that field trips were a regular part of the Humanities course. Plays, concerts, museums, locally available were most frequently specified. One school reported a spring trip to New York for museums, concerts, and plays.

Only 21 teachers reported that the Humanities class sponsored any cultural activity in the school. 78 teachers said no. There was reported negligible sponsorship of community cultural activities.

While facilities were generally reported as adequate, there were many exceptions. One teacher reported that a team-taught course would have to be modified to a single instructor because an adequate lecture room was not available. Problems centered mainly on supplies, however, not on facilities and equipment. Many teachers mentioned library deficiencies. Others stated that they had to supplement inadequate book, record and slide collections from their own libraries and their own purchases. It is perhaps a bit surprising that there should not have been greater emphasis on deficiencies and supplies considering (1) the relative newness of the courses; (2) the relatively large amount of equipment and supplies deemed desirable for this type of course; and (3) the unfortunate underfinancing to which most Florida schools are subject.

6. The teachers of the Humanities courses

All of the 104 teachers who responded to our questionnaire are fully certified teachers with at least a four year bachelor's degree. 45 or 43.3 per cent have

obtained the master's degree, and two, or one per cent hold the doctorate.. The teachers are equally divided as to sex. 52 are men, and 52 are women. 33 or 31.7 per cent have been teaching five years or less, 42 or 40.4 per cent have taught six to 15 years, and 29 or 27.9 per cent have taught more than 15 years. It would appear that these Humanities teachers represent a well-trained and experienced group.

About 12 per cent of the teachers report having had prior teaching experience in a Humanities course. Four teachers report prior teaching of Humanities in another state, two in Ohio, one in West Virginia and another in Pennsylvania. Three teachers reported previously teaching Humanities in a Florida junior college, and three report prior teaching in a Florida four year college. Three report teaching Humanities at another Florida high school. Principals apparently have made some effort to secure teachers with prior Humanities experience.

The subject specialties as reported by the teachers range widely (see complete tabulation of item 3, Appendix E, page 76). English, as might be expected, is the most frequently cited subject specialty - so identified by 46 (44.2 per cent) teachers. Music and Music education is cited by 31 or (30.0 per cent), History by 17 or (16.3 per cent), and Art and Art Education by 13 or (12.5 per cent). Only two teachers cited "Humanities" as a subject specialty. When the subject specialties are divided according to the types of instruction employed - team or single teacher - English remains the dominant specialty in both groups. 13 of the 38 teachers reporting from team teaching schools cite English, 33 of the 66 teachers from single schools. Music is cited by 12 of the 38 from team teaching schools, by 19 of the 66 from single teacher schools. Art is cited by eight of the 38 teachers from team teaching schools, by five of the 66 from single teacher schools. History, by five of 38 team teachers, by 12 of the 66 single teachers. Not unexpectedly, then, the teachers from team teaching schools appear much more evenly divided among the most frequently cited specialties of English, Music and Art. Considering that many of the Humanities courses developed out of "enriched" literature and world history courses, it is not

unexpected that these specialties would be dominant among the single teacher group. What does appear interesting is the relatively large number (about 30 per cent) of music trained people teaching in the Humanities courses and especially in the single teacher courses. This fact would certainly substantiate and justify the request of the Florida Music Educator's Association to the University for assistance in providing summer workshops or conferences for teachers of Humanities courses.

Many teachers indicated in one way or another that they were partially, at least, unprepared to teach an interrelated Humanities course. 25 teachers stated that insufficiencies in specific (art, music), or general (Greek Period), deficiencies in preparation. As might be expected most of these statements came from teachers who were involved in single teacher instruction. A number of teachers volunteered information that they had been and were taking courses to make up for these insufficiencies, and that they were buying books, records, taking trips, etc. at considerable cost in time and money to better prepare themselves for such instruction. Nevertheless the investigators were impressed by both the great number of volunteered responses which indicated that the teachers felt the course a stimulation to themselves personally, and a challenge which they accepted enthusiastically, and also by the very few, only two in fact, critical remarks made by the teachers. Even here the criticisms were directed not to the idea of the Humanities course but to the mechanics under which they were obliged to teach it. One teacher deemed the course a failure because in a one semester course team taught on the rotation system there simply was no time to do what should or could be done. The other remark was from a teacher who characterized the course as "Hodge-Podge One". His criticism, like the one just stated, was directed not to the idea of the course, but to an administrative failure to live up to an agreement to permit team teaching of the course and according to which the several teachers had developed the outline and procedures for the course.

The teachers of Humanities courses would seem to be generally well-trained and experienced. Their interest in having such a course played a large part in having the

introduction of the course approved by the principals. Approximately 75 per cent of the responding teachers were one of the original planners and teachers in the course, and thus, to a large degree, the course is a course that they themselves helped to develop based on experienced educational needs. Nevertheless, there was an admission of partially inadequate or professional training which perhaps explains in part the teachers' overwhelming affirmation of a need for state-adopted text books and/or a state-developed course outline and teacher's guide. Nearly 87 per cent of the principals stated that there was an inadequate supply of properly trained teachers for this type of course. As these courses become established and new teachers must be recruited to staff them, the great amount of time and money spent by the present teachers preparing themselves to teach this course will not be able to be assumed. Obviously, new types of teacher preparation programs will need to be developed, or at least present programs will need to be revised and augmented if the need for this type of broadly trained teacher is to be met.

VI. CONCLUSIONS AND IMPLICATIONS

The following conclusions and implications are, by reasons of the preliminary nature of this study, bound to be tentative. This general picture, however, has within it a number of specific problems that could stimulate further research, study by educational officials of the State, and immediate action in relation to particular problems set forth in this data-finding study.

Possibly the most striking aspect of the study is the rate at which Humanities and Humanities-type courses are proliferating in the Florida Senior High Schools. It must be noted, however, that despite this growth there are only 137 schools offering such courses out of the 344 Senior Florida High Schools. It is also clear that the movement towards more of these courses is a random development, the uncoordinated efforts of individual schools, and often of individual teachers. Humanities Councils,

or other groups in which teachers may participate at the county level, are infrequent. There is no significant educational activity at the State level. Despite all of these limitations, however, the rapidity of growth and the growing concern of both teachers and principals seems to suggest that this development is no educational "flash in the pan".

That the demand of certain Florida Universities - notably The University of Florida and Florida State University - that their students take interrelated Humanities courses* is clearly a strong motivating force for the high schools to develop such courses. Many teachers admitted that their students had been experiencing difficulties at the university level. Initiative for organizing such courses has come not only from teachers and principals, but also from students themselves. Limited pressures appear to come from other sources since teachers stated that Humanities courses had been inaugurated after outside evaluation of their school curriculum. Although the need of college students was an important factor, the largest majority of the courses are open to all students although they are elected largely by juniors and seniors. Since none of these courses is required, it is interesting to note the figures reported to the State Department of Education showed a doubling of the enrollment of students in Humanities courses between 1964 and 1966. Whether or not this indicates growing interest by students in the Humanities is not known. However, several teachers in interviews have expressed the feeling that it is.

According to the opinions of both teachers and principals there are some significant reasons for Humanities courses increasing in the high schools, other than academic expediency. These opinions can be most adequately discussed under two categories, the need for improved cultural understanding on the part of the student, the advantages to the student not only for meeting college requirements but also for personal development. Under culture one would expect to find such aims as "enriching the students experience with the "fine" arts; or, develop cultural interests where

*Florida State has now abandoned this requirement

they were completely lacking. Aside from these, however, the interrelated Humanities courses seem to offer certain academic advantages over traditional courses in English, Music and the Arts. The advantage is chiefly the correlation of studies; the drawing together of various "pieces of knowledge" - as one teacher put it. There seemed to be a feeling that the relationship approach offered more of a study of man in his total environment as opposed to fragmented studies under traditional disciplines. Beyond this some teachers felt that these courses offered students greater intellectual challenge. There was concern with greater "depth study, with improving reading skills, providing important basis for value judgements and for a more "creative" educational experience. The latter term seems to mean that the student has a greater opportunity for personal self expressions; that "controversial" issues are discussed and that such discussion goes beyond "memory" work and involves the student more in thinking and judging. Comments on preparing the student for life reflect teacher concern for future leisure time activities and for a life of interest beyond the job. The number of statements which reflect concern for a "broader understanding of life" and scattered observations on the student attaining a "workable philosophy of life, or learning the role of Humanities subjects in a successful life, suggest a closer identification of Humanities with the student's immediate experience, as opposed to learning Humanities subjects for "their own sake" alone. The large percentage of principals who felt that Humanities courses should make understanding of our heritage a source of vital meaning were in a sense making a general statement into which much of the foregoing could be translated. The smallest number statistically were concerned with only preserving the significance of the past.

The uncoordinated development of Humanities courses in the Florida Senior High schools becomes more evident when the investigator seeks to find out what is "meant" by Humanities courses - that is, What constitutes the various programs labelled "Humanities"? That there is considerable freedom for teachers to organize courses as they so desire is evident from the variety of organizational patterns found in present Humanities programs. As might be expected from traditional Liberal Arts graduates,

the organization of these courses is still predominantly historical. An analysis of the emphasis placed upon cultural areas in these courses shows that on the surface a good balance is maintained between the past and the present. It must be remembered, however, that there is more "past" than present and that time spent on the modern world is considerably less than that spent on what precedes it. The great figures approach to courses shows an almost total emphasis upon the past; likewise the great books pattern. The thematic organization, however, shows the opposite trend and the emphasis is heavily upon modern problems as seen through Humanities subjects. Combination courses tend to emphasize both the cultural heritage and the modern problems through historical and thematic approaches. Some teachers have seen their courses as a means of challenging the superior student's skills in logic, writing and aesthetic judgment. One school has developed a special non-discursive Humanities course for slow or reluctant learners (who usually are deficient in reading ability) by emphasizing the visual and the auditory elements in the cultural heritage. Certain courses have apparently been organized around the capacities of a given teacher.

Scattered opinions express the notion that students showed disinterest in the historically oriented courses, and also that they show increased interest in the inter-related courses where modern emphasis is the focus - as one principal says "with the present interests of young people". There seems to be some justification for saying that the continual growth of student enrollment is due in part to the popularity of courses oriented to their own needs.

The issue of how much "creative" work - that is, actual participating in "making" something - is part of a continuing controversy related to the general aims of a Liberal Arts education. Most of the high school Humanities courses studied do not require such participation. That academic courses can stand alone without students "doing" is evident; whether or not the "creative" experience is necessary in such courses is another thing. A goodly number of teachers seem to feel that they

are. The creative issue is also a part of the larger question of experiencing the arts and the fact that less than fifty per cent of the courses have any organized field trips to cultural events may suggest a gap between life and academic study that both "creative" work and field trips would close. On the assumption that inter-related Humanities studies emphasize the "present interests of young people", it might seem justified to suggest that planning in Humanities courses consider the academic, the "creative" and the field trip as necessary parts of any valuable Humanistic experience.

Clearly there is a diversity of subjects taught under the label of Humanities. As would be expected these are dominated by the traditional Liberal Arts specialties along with History; surprisingly strong in these high schools is philosophy. There are, however, some marginal subjects such as religion, anthropology and psychology mentioned. The latter, on close inspection, could have considerable to do with modern humanistic study. There was no mention whatsoever of the natural sciences as being part of Humanities except scattered references to Humanities off-setting the influence of over-emphasis upon science. It would seem to follow from earlier discussion that the concept of interrelationship would make Humanities an inclusive subject. It would be difficult to emphasize the modern world in any sense without considering the influences of modern science and technology. There is in some cases of subject emphasis the influence of the teacher's speciality which raises the question of what kind of a teacher is necessary for handling the difficult task of teaching in many disciplines, along with possessing the ability to inter-relate these.

Humanities teachers are, according to our findings, overwhelmingly trained in the traditional academic specialties and possess no special training on graduation for Humanities courses. Some have taught world literature and world history courses. Only two out of 104 stated that their speciality was Humanities. Principals are

almost totally agreed that there is an inadequate supply of teachers trained to work in Humanities courses. More than one third of the teachers indicated inadequacies in their professional backgrounds for Humanities teaching. Many, however, report preparing themselves through personal study and research, and through summer workshops and institutes as well as further graduate study. Scattered comments by principals point up the fact that Humanities teachers must be both outstanding in academic background and also in personality. One goes as far as to say that a Humanities course will "fail" if such is not the case. At the same time, however, most principals favor team teaching, yet, in reality, most of the courses are taught by the single teacher or a single teacher with occasional assistance of a subject specialist. Some principals comment reflects the view that no one teacher can master all the necessary knowledge to become an effective Humanities teacher. Having the "right" teacher has been one reason for developing the course. Faculty interest accounts for the highest percentage of reasons that were instrumental in getting the principals to approve Humanities courses.

The strong support by principals of team-teaching seems to be based on the fact that this method will produce more depth, better quality instruction, the specialists broader view of one subject, and take care of teacher anxiety apparently generated in some cases over the excessive demands of the interrelated course. On the other hand the single teacher approach has obvious advantages such as unity of approach through one personality, effective coordination of materials, efficient use of class time and a constant opportunity for developing interrelationships. That problems arise in the team-teaching situation is obvious - the problems of cooperation between teachers both in planning and teaching the course, the lack of unification in the course of the various points of view and the inability to develop and overview so essential to interrelationship.

Despite the recognition of teacher inadequacies and other problems, the principals are not enthusiastic about the possibility of additional certification requirements on

the state level. They do, however, favor some state guidelines in developing "standard" course outlines which would relate to the possibility of state adopted textbooks. Teachers overwhelmingly expressed interest in a course outline, but were not so favorable towards state adopted textbooks. The teacher seems to be seeking greater flexibility and freedom for himself and his students to mold the course as opposed to rigid requirements and required texts. Scattered statements by teachers identified the Humanities with this greater freedom in which neither teacher nor student would be pressed to "finish" up pre-arranged schedules. They were apparently looking for more time to concentrate in depth and to attain a better quality response on behalf of the student.

In the light of the various requirements demanded of students it is interesting to note the overwhelming opposition which the principals have to making Humanities courses required. Some of these are administrative such as lack of teachers, problems in scheduling, while others relate to the superiority of the student necessary to taking a Humanities course. One principal felt that public acceptance of the Humanities was lacking. Those who would require it are concerned chiefly about all students getting some study in the interrelated areas.

That both teachers and principals accept the Humanities courses without opposition is clear. There is a general feeling also that they are achieving success with the students. Problems are largely those which would be met by any course in the high school situation. Scattered comments by teachers suggest that there is occasionally a lack of cooperation of school officials, or that the course has become a "dumping ground" for school problems in general or that the issue of relationship is a problem for the students. There is little communication with the community in connection with Humanities courses. Teachers report being active in a variety of community cultural activities, but there is little communication going on between Humanities studies and community activity. A small minority of teachers reported sponsoring cultural activities, but these were negligible in the

total picture. Perhaps there is a need for Humanities to gain more public acceptance before such studies can become fully valuable in the schools.

Facilities for Humanities studies within the schools are limited. Improvement in outside-of-class consultations, availability of audio-visual materials to students outside of class, improved classrooms, and budgets for Humanities programs are all needed. On the whole, however, access to library and other materials essential to effective Humanities study, despite the need for improvement, seems to be at least adequate.

Implications for further research, study, and action arising from this fact-finding study would seem to fall under the following five considerations.

1. Careful study would seem to be needed to be made of the place and function of a Humanities course in the high school curriculum. A substantial percentage of Florida's high schools apparently have felt in introducing this type of course that it met needs not satisfied by the traditional departmental courses. Is this a need present in all high schools? If so, should all high schools attempt to meet it? Is this a need only of a special group of students, e.g., the college bound, or terminal, the culturally advantaged, or culturally disadvantaged, the verbally or non-discursive oriented?

2. Consideration at appropriate levels should be given to the "content" of Humanities courses. If this type of course should continue to be widely used, and introduced into a greater number of high schools, should a "standard" course outline or outlines, be prepared at the State level? Should a teacher's guide or guides, be developed? If some "standard" outlines are prepared, will this make easier the "adoption" by the State of textbooks and study materials which the teachers report they need? On the other hand, would "standardization" adversely affect the freedom which schools so far have had to develop a course recognizing

(as many seem to) the special needs of the local student, the special abilities of the local teachers, and the special advantages, if any, found in the local community? Furthermore, consideration should be given, also, to the part scheduled periods for "creative" activities should have in a Humanities course.

3. Serious consideration must be given to appropriate methods for presenting the Humanities course. The single teacher approach has obvious advantages of unity, of approach, coordination of materials, efficient use of class time, and constant opportunity for developing interrelationships. This approach, however, places almost impossible demands on the teacher. The team teaching approach, on the other hand, does make less stringent demands on breadth of training of each teacher, but creates problems of coordination of instruction, of scheduling lectures and discussion sessions, and of necessary physical facilities.

4. Consideration should be given to the special needs (facilities, equipment, supplies, library resources, student borrowing privileges of "art" materials, provisions for scheduling guided visits to museums and art galleries, and student attendance of plays and musical events) of a Humanities course before establishing or approving such a course in any high school.

5. Most important of all, serious consideration must be given to the problem of preparing adequately trained teachers for interrelated Humanities courses. The large number of Florida schools having Humanities courses, with more planning to establish such courses, suggests that teacher training institutions should recognize the need for trained teachers by broadening existing programs at both the undergraduate and graduate levels, and by establishing "method" courses which will provide the prospective teacher with the necessary background and understanding of techniques for instructing the course. The counties, the State Department of Public Instruction, and/or the Universities should consider sponsoring in-service training programs, summer workshops and full-year fellowship programs for Humanities teachers.

Certainly, the State Department of Public Instruction will need to consider whether the establishment of some kind of "certification" requirements for teachers of Humanities has now become necessary.

APPENDICES

QUESTIONNAIRES AND TABULATIONS

A. SCHOOL QUESTIONNAIRE: HUMANITIES COURSES - FLORIDA HIGH SCHOOLS ..	52
B. SCHOOL QUESTIONNAIRE: TABULATION	53
C. PRINCIPAL'S QUESTIONNAIRE: QUESTIONNAIRE FOR PRINCIPALS OF FLORIDA HIGH SCHOOLS OFFERING COURSES DESIGNATED "HUMANITIES"	54
D. PRINCIPAL'S QUESTIONNAIRE: TABULATION	59
E. TEACHER'S QUESTIONNAIRE: QUESTIONNAIRE FOR TEACHERS OF HIGH SCHOOL HUMANITIES COURSES	71
F. TEACHER'S QUESTIONNAIRE: TABULATION	76

APPENDIX A

HUMANITIES COURSES--FLORIDA HIGH SCHOOLS

Dear Sir:

Please supply the information requested below and return promptly in the enclosed addressed envelope.

1. Number of graduates from your high school, June 1966. _____
2. Will your high school offer a Humanities course (i.e., a course officially designated and reported as a Humanities course) during the school year beginning September 1966? Yes _____ No _____
 - a. If yes, in what year was this course first offered? _____
 - b. And if yes, is the course for one semester only? _____ For one or two semesters? _____ A full year course only? _____
 - c. And if yes, is the course open to seniors only? _____ To juniors only? _____ juniors and/or seniors? _____ All Students _____
 - d. And if yes, is the course primarily for honors students? _____ Primarily for college-bound students? _____ Primarily for general students? _____ Elective for all students? _____ Restrictions? _____
3. Does your high school offer a course or courses which, while carrying a departmental designation, e.g., English, History, etc., might be termed a humanities-type course in that at least 25% of the study materials are drawn from fields (i.e. art, music, literature, philosophy, religion, cultural history) other than that of the designated department?
Yes _____ No _____
 - a. If yes, what "designation" does the course(s) carry? If any are "honors" courses, please indicate.
4. Please list the name(s) of the teacher(s), or teacher-in-charge, of the Humanities course (s), if offered:

5. Please list the name(s) of the teacher(s) offering humanities-type courses, if offered:

Return to: Dr. Robert D. Miller, Director
Graduate Humanities Program
The Florida State University
Tallahassee, Florida 32306

USE REVERSE SIDE FOR COMMENTS

APPENDIX B

SCHOOL QUESTIONNAIRE: TABULATION

# of high schools in Florida, September, 1966	344
# of high schools replying	344
% of high schools replying	100%

1. Number of graduates, June 1966 (not answered by all respondents)

Graduates:	Schools with Humanities	Schools with hs.-type	Schools with neither
Under 50	9	13	82
51-100	7	7	47
101-200	18	7	33
201-400	22	8	15
401 and over	30	10	17

2. Will your school offer a course designated Humanities in September 1966?
Yes 86 No 258

a. What year was this course first offered in your school?

1957	1
1958	2
1959	0
1960	2
1961	1
1962	7
1963	12
1964	12
1965	25
1966	22
Year not given	- 2

b. Was this course given?

One semester only	8
One or two semesters	13
Full year only	65

c. Was this course given?

To seniors only?	33
To juniors and/or seniors?	38
To all students	15

d. Was this course given?*

Primarily for honors students?	3
Primarily for college-bound students?	34
Primarily for general students?	5
Elective for all students	44

*3 schools offer two sections - one for advanced students and one for general students

3. Does your high school offer a course or courses which carry a departmental designation but might be termed a Humanities-type course? Yes 71* No 273
*Of these, 20 offer a course designated Humanities also.

4. List names of teachers

134 named

APPENDIX C

QUESTIONNAIRE FOR PRINCIPALS OF FLORIDA HIGH SCHOOLS

OFFERING COURSES DESIGNATED "HUMANITIES"

Please circle the number of the appropriate response or responses to each item. In spaces provided (or on the reverse of any page), please add any additional comments you may wish to make. Your frank comments will be appreciated. Your statements will be held in strict confidence.

1. Your sex? 1. Male 2. Female
2. Your age? 1. 20-30 2. 31-40 3. 41-50 4. Over 50
3. What degrees do you hold? (please include dates) 1. _____ 2. _____ 3. _____
4. Number of years as principal of present school? _____
5. Was the "Humanities" course already offered in your high school when you became principal? (If yes, please skip questions 6,7,8,9, & 15. If no, skip #16).
1. yes 2. no
6. If not, what role did you play in its initiation? (circle one or more)
1. Presented the idea for this kind of course to the faculty
2. Was approached by faculty member or members who suggested offering such a course
3. Was requested by County Superintendent to offer such a course
4. Other _____

7. What reasons were offered for starting an "Humanities" course
(a) by the teachers _____

(b) by you _____

8. Were you then opposed (or had reservations) to the offering of an "Humanities" course?
1. yes 2. no

Page 2

9. If yes, was your opposition or reservation based upon any of the following?

(circle one or more)

1. Such courses try to do too much in terms of content
2. Such courses lack depth as compared with traditional humanities subjects taught separately
3. Too difficult to organize
4. No state approved or developed course outline and teacher's guide
5. Teachers lack training to teach a course involving more than one subject
6. No State recognized certification for teachers of "Humanities" courses
7. Lack of suitable textbooks
8. Inadequate budget
9. Other _____

10. Are you now opposed (or have reservations) to the offering of an "Humanities" course in your high school? 1. yes 2. no

11. If yes, is your opposition or reservation based on any of the following?

(circle one or more)

1. Such courses try to do too much in terms of content
2. Such courses lack depth as compared with traditional humanities subjects taught separately
3. Too difficult to organize
4. No State approved or developed course outline and teacher's guide
5. Teachers lack training to teach a course involving more than one subject
6. No State recognized certification for teachers of "Humanities" courses
7. Lack of suitable textbooks
8. Inadequate budget
9. Other _____

Page 3

12. Was there faculty opposition to the establishment of an "Humanities" course in your high school? 1. yes 2. no

If yes, please list reasons _____

13. Is there now faculty opposition to the "Humanities" course? 1. yes 2. no

If yes, please list reasons _____

14. Did this opposition, if any, then or now come from any one special department or departments? 1. yes 2. no

If yes, please list departments _____

15. If the course was already instituted before you became principal, have you taken any initiative in developing it beyond what it was? 1. yes 2. no

If yes, please describe your role _____

16. If the course had not been there when you arrived, would you have initiated it? (skip this question if you answered "no" to question 5)

1. yes 2. no 3. not sure

If yes, please give reasons _____

If no or not sure, give reasons _____

17. What was instrumental in your approving an "Humanities" course at your High School? (circle one or more)

1. Discussion at professional meetings
2. Talking with other high school principals or administrators
3. Faculty interest in developing such a course
4. From articles in professional journals

(cont.)

Page 4

5. From the fact that other high schools had instituted such courses

6. Other _____

18. What role do you feel "Humanities" courses should play in a science-technology age? (circle one or more)

1. Preserve the cultural heritage

2. Make the student more aware of the cultural expressions (art, music literature, etc.) of his own time

3. Emphasize the significance of the past

4. Make understanding of our cultural heritage a source of vital meaning for living today

5. Other _____

19. Do you feel that such courses should be 1. Elective 2. Required

Please list reasons _____

20. Do you favor team teaching in "Humanities" course rather than a single teacher (with occasional help from a specialist) teaching the entire course?

1. yes 2. no Please list reasons _____

21. Do you believe that there is an adequate supply of properly trained teachers to teach "Humanities" courses? 1. yes 2. no

If no, what do you recommend be done to provide such teachers? (circle one or more)

1. Universities should establish an "Humanities" major so that the prospective teacher will be prepared to teach an interdisciplinary "Humanities" course.

2. State should establish certification requirements for "Humanities" teachers

3. Establishment of summer or in-service workshops for Humanities or

Page 5

prospective Humanities teachers

4. Other _____

22. Do you have a special budget for your "Humanities" course? 1. yes 2. no

If yes, do you believe it to be adequate to provide the various resources (records, slides, audio-visual equipment, etc.) needed for the course?

1. yes 2. no

If no special budget, how do you provide needed materials and equipment for the course? _____

23. Is there a county-wide Humanities council or group in which your Humanities teachers regularly participate? 1. yes 2. no

If yes, please describe _____

24. Do you think it desirable that the State Department of Education develop a course outline and teacher's guides for "Humanities" courses?

1. yes 2. no

25. We will be very interested in any views which you might have about high school "Humanities" courses and problems related to their offering. We would be pleased if you would give us your personal opinions. They will be most helpful to us in our research.

Return to: ROBERT D. MILLER, DIRECTOR
GRADUATE HUMANITIES PROGRAM
THE FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA , 32306

APPENDIX D

PRINCIPAL'S QUESTIONNAIRE: TABULATION

# of high schools offering a course designated Humanities	86
# of Principals replying	82
% of Principals replying	95.4%
1. Sex	
Male	82
Female	0
2. Age	
20-30	1
31-40	25
41-50	32
over 50	23
3. What degrees do you hold?	
Bachelors	0
Masters	73
Doctors	3
4. Number of years as principal of present school	
1-5	49
6-15	24
over 15	8
5. Was the Humanities course already offered when you became principal?	
yes	21
no	61
6. If no, what role did you play in initiating the course?	
Presented the idea	36
Was approached by faculty	23
Request of County Superintendent	3
Other:	8
1. Was discussed by prospective staff members, county coordinators and myself at time of development of the total curriculum for our school.	
2. The principal and teachers gave consideration to this over a period of time. The choral music teacher gave the final "push".	
3. This was discussed with the department head and the department took the initiative with full cooperation of the county staff.	
4. Really came about in search for curriculum for students.	2
5. Decision made by guidance counselor, assistant principal and principal.	
6. Came to conclusion such a course was needed after studying college performance by graduates and assessing community's cultural deprivation.	
7. Ran an interest survey among pupils.	

7. Reasons offered for starting an "Humanities" course

Teacher's reasons

- | | |
|--|----|
| 1. College bound seniors need it | 12 |
| 2. Community needs cultural development | 9 |
| 3. Felt need to broaden curriculum | 8 |
| 4. Need for formal offerings in cultural aspects of Modern Living | 3 |
| 5. Needed for academic students | 3 |
| 6. Improve upon appreciation of arts | 2 |
| 7. Faculty felt student need for it based on man and his values | |
| 8. Give general students a broader interest range | |
| 9. Modern trend for such instruction | |
| 10. Advance studies for superior students | |
| 11. Contribute to the growth of students | |
| 12. Offer students a wide range of offerings in fruitful experiences | |
| 13. Lack of appreciation by students for the "finer things" | |
| 14. Little knowledge of mythology - ancient civilization | |
| 15. Student interest | |
| 16. Knew it would be supported by the county | |
| 17. Need to develop the skills of logical thinking and self organized depth discussion | |
| 18. More knowledge of the aesthetics | |
| 19. Good students not being challenged in regular English classes | |

Principal's reasons

- | | |
|---|---|
| 1. College bound students do poorly in Humanities and Social Studies | 9 |
| 2. Need to understand cultural heritage | 5 |
| 3. Provide an opportunity for non-college bound students | 5 |
| 4. Give balance to the curriculum | 5 |
| 5. Community is culturally deprived | 5 |
| 6. Only opportunity for terminal students in this area | 4 |
| 7. Need and value | 4 |
| 8. Need to expose above average students to disciplines | 4 |
| 9. Weakness in Fine Arts | 3 |
| 10. Unless students are associated with Band, Vocal Music, or Art, they know little of the Human Arts | 2 |
| 11. Improve pupils' values of Humanities, self expression, and standardized test performances | |
| 12. Own suggestion | |
| 13. Believed had the teacher potential to offer a superior course | |
| 14. Need to combat fragmentation | |
| 15. Need to develop aesthetic and kinesthetic intelligences | |
| 16. Need for improvement | |
| 17. Prepare students for a meaningful life | |
| 18. Professional literature indicates an increase in this program | |
| 19. Need for liberal approach | |
| 20. A group had organized a Philosophical study at night and this indicated a gap in the curriculum | |
| 21. Acquaint students with the terminology and materials contained in a course of this nature | |
| 22. Lack of breadth and scope in the social studies curriculum for the needs of students | |
| 23. Need to develop a stronger appreciation for Classical Lit., Language, Art and History | |

8. Were you then opposed to the offering?
yes 3
no 59
9. Was your opposition based on the following:
1. Too much in terms of content
2. Lack depth
3. Organization difficult 2
4. No State outline 3
5. Teachers lack training
6. No State certification of teachers
7. No suitable textbooks
8. Inadequate budget
9. Other:
Teacher had some doubt but was willing to try it.
10. Are you now opposed?
yes 1
no 61
11. If yes, is your opposition based on the following:
1. Too much in terms of content
2. Lack depth
3. Organization difficult
4. No State outline
5. Teachers lack training
6. No State certification of teachers
7. No suitable textbooks
8. Inadequate budget
9. Other:
a. It seems there should be a beginning-development of course outline and teacher's guides should be initiated state-wide.
b. It is difficult to reach a middle ground with such a wide range of student ability in class. We have had difficulty in finding a teacher who can handle the literary aspect of our program in the proper manner.
12. Was there faculty opposition to the establishment of a course?
yes 3
no 58
If yes, state:
1. A few thought it might be a fad.
2. Some, but not by teacher teaching it.
13. Is there now faculty opposition?
yes 1
no 61
If yes, state:
Difficult for a teacher to get his work organized to a point where students will enjoy the course.

14. Did this opposition come from any one special department?

yes

2

no

Departments listed as opposed were Music and Social Studies.

15. Have you taken any initiative in developing course beyond what it was?

yes

11

no

9

Describe your role.

1. Increase scope and materials
2. Additional funds and planning time for the team of teachers
3. Assist in getting more audio-visual material. Speakers on special subject areas
4. Assisted in purchase of materials. Made it possible for additional students to schedule the course
5. Trying to get more materials and studying the possibilities of having 3 teachers work as a team - one for art appreciation, one in music and one in literature
6. Our plan to expand the course was postponed due to lack of facilities
7. Incorporated Fine Arts, Museum lectures and slides, and additional materials
8. Encouraged the development of a team teaching situation involving English, Art and Music Departments
9. Attempted to make the time schedule more flexible in order that more students could become involved
10. Preliminary talks concerning expansion of course - presently limited to top students

2

16. If the course were not already in your school, would you have initiated it?

yes

13

no

1

not sure

3

Reasons listed below.

1. Students need an introduction to the cultural heritage of the country at the secondary level because many of them will not pursue a higher education
2. I am of the opinion that a Humanities course in high school is worthwhile for a segment of students
3. Convinced of its value to students
4. Helps young people establish values
5. Basic need for cultural improvement
6. To institute esthetic values in a materialistic setting
7. Because of the difficulty of Humanities in college
8. Student and faculty interest; believe there is a need for improving the cultural background of our students
9. Need to balance the emphasis on materialism

4

16. 10. It is a vital part of the aesthetic education of an individual
11. It satisfies a vital need for students who are not music or art majors
12. This is a needed area for college bound students and gives the general student an insight into this area of life
13. Meets the challenge of interesting secondary students who are attending universities
14. Believe I might have if space, staff and materials permitted
15. Would not initiate this course my first year as principal
17. What was instrumental in your approving an "Humanities" course?
- | | |
|--|----|
| 1. Discussion at meetings | 29 |
| 2. Talking with other principals | 15 |
| 3. Faculty interest | 49 |
| 4. Articles in professional journals | 30 |
| 5. Other high schools had this course | 6 |
| 6. Other: | |
| 1. Student interest and needs | 5 |
| 2. My personal experience dictated a desire to give youth this opportunity to study our cultural heritage as a source for daily living. Much should be attributed to the changing or emerging patterns in education. | 5 |
| 3. We felt we had a real need for it based on talking to our former students | 3 |
| 4. Don't know | |
| 5. The teachers wanted it | |
| 6. This was discussed with the county coordinator and a sequence was planned. The teachers involved attended a county workshop. | |
| 7. Students who are exposed to the finer things of life usually emerge more cultured and finer people. | |
| 8. Graduates enrolling in college saying "Humanities! I never hear of it." | |
| 9. Standardized tests administered to students indicated weaknesses in this discipline. The principal enrolled in a summer course at Stetson. | |
18. What role do you feel "Humanities" should play in a science-technology age?
- | | |
|---|----|
| 1. Preserve the cultural heritage | 31 |
| 2. Make the student more aware of cultural expressions | 53 |
| 3. Emphasize the significance of the past | 26 |
| 4. Make understanding of our heritage a source of vital meaning | 65 |
| 5. Other: | |
| 1. To give an appreciation of beauty and artistry | |
| 2. Provide a source for those who have a love of learning | |
| 3. Help the student work with ideas and introduce him to philosophic concepts | |

18.
 4. Recognize and develop aesthetic and kinesthetic intelligence
 5. Give another means of studying about art and music and areas such as philosophy, architecture, classical and world literature which are not surveyed in depth in the regular classroom
 6. To help the student understand more of his cultural heritage; i.e., the ideas of man and his method of expressing them
 7. Technologically we have answered so many questions about man and the world he lives in, but we still ask and find no answers to questions about how one shall live and how to help man appreciate what the world offers.

19. Do you feel that such a course should be

Elective	72
Required	7
Required for general - elective for college	1
Required for college - elective for general	2

Reasons elective

- | | |
|--|---|
| 1. With the full schedule in today's schools and the varying backgrounds of students it should be elective | 4 |
| 2. Until earlier training is more extensive on all levels of ability, environment, etc., this class has limited interest for average and below | 3 |
| 3. Lack of motivation for those not attending college | 3 |
| 4. Would like 100% enrollment but too many courses already required | 3 |
| 5. Students must be interested for an effective course | 3 |
| 6. Students need some choice | 3 |
| 7. Not all students can profit | |
| 8. All students not mature enough | 2 |
| 9. Scope of reading requires dedicated students | 2 |
| 10. Broader educational advantages | 2 |
| 11. The value of the word "required" denotes a different meaning to the average student than "elective" | 2 |
| 12. Extra requirements immediately affect other <u>elective</u> offerings adversely | |
| 13. Public acceptance is lagging | |
| 14. More freedom in material and discussion | |
| 15. Eventually grow into a required status | |
| 16. Cannot restrict to humanities alone | |
| 17. Lack of teachers to teach all students | |
| 18. Should incorporate Humanities in English and Social Science also | |
| 19. Quality of program and work requirements are too great for students other than college-bound | |
| 20. We have a Core Program (English, Social Studies) where a basic studies program can be accomplished by all students | |
| 21. Facilities and teaching personnel would be too limited to permit this to become a required course | |
| 22. Elective to some but required to all on a lesser extent | |

19. Reasons required

1. Required for all college-bound students 2
2. Some areas should be required - important for terminal students
3. Help students "see" the interrelatedness of the disciplines
4. Develop an understanding and appreciation of the arts
5. Develop an interest in the creative use of leisure
6. Required on the Junior High level so more emphasis can be given on Humanities on the Senior High Level
7. Could be a part of some other area, but all students need this
8. We would reach more of the students by being required on the Junior High Level
9. It helps pupils to understand cultural heritage and living

20. Do you favor team teaching in "Humanities" rather than a single teacher?

yes

42

no

23

Depends on teachers available

7

Not sure

5

Reasons yes

1. You can employ individual teachers who are specialists in their field 7
2. Provides real quality of instruction in all areas 4
3. No one teacher has sufficient training or background 4
4. More presentation of various aspects, ideas and materials 3
5. Specialist gives a broader view 3
6. Those who are specialized should contribute directly 3
7. Course has more appeal when a general and continuous pattern is followed 2
8. Allows depth treatment 2
9. Broader base 2
10. More apt to retain original scope and intent
11. Depends upon the available personnel (or with reservations)
12. A more realistic approach seems to emerge
13. Offers a wider range of preparation and materials
14. More enriched course
15. Broadens the outlook or offerings of the program
16. A greater depth of planning and collection of materials for a well planned and executed program
17. One teacher could do the necessary lecturing - the other could keep the records
18. Is favored when there are no teachers who feel secure in all phases

Reasons no

1. Prefer certified teachers teaching different areas 3
2. Use single teacher, but supplement with special teachers 3
3. No preference - use a single teacher because he is well qualified
4. Single teacher holds the unity of the class better 2

20. Reasons no
5. Prefer small classes with individual teachers 2
 6. Present building has no facilities
 7. Use a system of rotation among three teachers
 8. Has not been accepted by faculty as an effective approach
 9. One person in charge who is responsible for the course with the privilege of calling on a specialist
 10. One teacher with the aid of a specialist can carry on a more comprehensive coverage of the general course and eliminate duplication
 11. Yes, but difficult to work with because of present pupil-teacher ratio
 12. Flip of the coin proposition - presently have an Humanities teacher with excellent background
 13. Contradicts all principles of teaching
21. Do you believe there is an adequate supply of trained teachers?
- yes 10
- no 71
- What would you recommend be done to provide such teachers?
1. Universities should establish an Humanities major 29
 2. State should establish certification requirements 23
 3. Establishment of an in-service workshop 55
 4. Other:
 1. No certification requirements PLEASE!!!! You can structure your course around the abilities of your instructors. Music and Art majors are competent to handle this part of the course. Special training is needed in the other areas of the course. I don't know if a college "major" is necessary, but certainly a course or two to prepare English or Social Studies majors for this type of instruction would be desirable.
 2. I think it makes good sense to draw from the areas of their interest such as we do. Combining art, music and literature under one certification is questionable.
 3. Those majoring in the related fields should be trained to offer or participate in such programs - It should be the responsibility of the art, music, drama, etc. departments.
 4. Should adopt a textbook in this area.
 5. Any certification should be broad - the less requirements the better.
22. Do you have a special budget?
- yes 28
- no 54

22. (a) If yes, do you believe it to be adequate to provide the various resources needed?
- | | |
|-----|----|
| yes | 11 |
| no | 16 |
22. (b) If no special budget, how do you provide needed materials?
- | | |
|--|---|
| 1. Through Language Arts budget | 6 |
| 2. Regular school budget | 5 |
| 3. Materials center | 3 |
| 4. PL 89-10 funds | 3 |
| 5. Use of materials secured from other departments | 3 |
| 6. Provisions are made according to need | 3 |
| 7. Included in Social Studies budget | 3 |
| 8. Borrow from other departments, but mostly approved by county | 2 |
| 9. Collect student fees | 2 |
| 10. Federal projects and county school requisition | 2 |
| 11. English department assumes responsibility | 2 |
| 12. NDEA funds | |
| 13. County budget allocation for classroom supplies | |
| 14. PTA contributions | |
| 15. Initially materials provided on a special budget, now able to add these from an augmented budget from the English department | |
| 16. We preview materials for companies | |
| 17. Some materials are on loan from the Junior College | |
23. Is there a county-wide Humanities council or group in which your teachers participate?
- | | |
|-----|----|
| yes | 8 |
| no | 69 |
- Please define.
- | | |
|--|--|
| 1. English council | |
| 2. We have had some in-service work | |
| 3. Being developed | |
| 4. Poorly organized according to staff members' evaluation | |
| 5. Some coordination on county level | |
| 6. County teachers group | |
| 7. Only one high school in county offers Humanities | |
24. Do you think the State should develop a course outline and teacher's guide?
- | | |
|-----|----|
| yes | 72 |
| no | 10 |
25. Any views stated listed below.
- | | |
|--|--|
| 1. Our Humanities course just really taking shape. The faculty is lacking in trained teachers in this field. My band director who is very strong in this area is doing the two classes in Humanities. I feel that a younger man or woman might strengthen the approach on a team basis. The band director has indicated he felt this would be an improvement in the program. | |
|--|--|

25.
 2. Our only problems are lack of funds, a text and space for the enrichment of the program. In a small school such as ours, we also have a number of schedule conflicts. We are pleased with the progress we have made over the past three years. We are not team teaching but will move to it as soon as possible.
 3. The course was originally developed for average students, but due to a lack of interest it has become a course for college-bound.
 4. We have the right teacher - too bad he isn't triplets!!!
 5. It is one of the most valuable courses we offer!
 6. Offers a better correlation between the English and Social Studies departments.
 7. The course has great appeal to the non-college student. It may keep some of them in school.
 8. There is a difficulty in finding good teachers and texts. We have partially solved this by buying The Humanities by Dudley and Faricy
 9. We are attempting a new "trial" approach. Will be happy to let you know outcome in April 1967.
 10. Very few teachers have a background broad enough for teaching Humanities.
 11. Team teaching requires quality staff not only in subject background but also in personality. It will fail without this quality.
 12. They are and should be dependent upon teacher talent available with emphasis arrived at through teacher interest. We are teaching the appreciation of quality and I think this learning is transferrable.
 13. Our students breeze through college Humanities now where it was a stumbling block before.
 14. We need more guidelines from the State Department level.
 15. It is an excellent course and growing by leaps and bounds.
 16. I firmly believe in the Humanities course. It is a popular course at our school. Of course, the teacher must be outstanding to have a successful course.

25. 17. Since this is the first year we have offered "Humanities" we do not know yet what results will be obtained. We are very pleased with the progress at this point.
18. In the best interests of the students, it should count as Fine Arts, English or Social Studies credit.
19. We have not been able to locate a good and adequate text for our course in Humanities. In fact, I would think that it would be most difficult to prepare such a text. I think it would be most excellent for someone at the state or university level to prepare a high school syllabus with a rather comprehensive bibliography. A list of films, filmstrips, tapes and recordings would be most helpful. Good prints of masterpieces should be suggested. Transparencies in these areas might be possible. During the last two years our course in Humanities has become very popular and profitable for our students. In the midst of the emphasis which we are now placing on scientific and technological training we must not lose sight of our cultural heritage of the past and present. The value of the aesthetic must keep pace with the practical.
20. Being new in school limits my perspective of this course. All I know is favorable. I wish to continue to support it.
21. The course has great appeal to the non-college student. It may keep some of them in school.
22. Re: State should establish certification requirements for "Humanities" teachers.
Please no extra requirements in certification. It seems that so many courses are eliminated from the high school curriculum now due to certification. Pooling faculty resources for educational objectives is still an excellent approach for the small high school. (1) Humanities demands the best from personnel who are teaching. Only excellent teachers should be permitted to work on the team. (2) The best results are being obtained here through the study of the total culture of a given era rather than through phases. Example, music, art, ideologies, etc., are not separated and studied as complete units.
23. Our first attempt to develop a humanities course focused mainly on a chronological approach to the areas of history, philosophy, religion, etc. However, much to our dismay, students were disinterested in this type of program. Based on this experience we chose to alter the course for the present year. We now offer a humanities course which deals more specifically with the present interests of young people

25.

23. (Cont.)

and then works back into the areas of art, history, etc. But it mainly concerns itself with contemporary situations. A second humanities course is strictly nonvariable in approach. It does not require the student to purchase or be issued a text book. We have divided this course into areas of dance, drama, art and music. In every case the kinesthetic and esthetic experiences we were aiming to develop have been incorporated into this program. We have found the use of full length movies to be successful. We plan to continue these activities next year.

24. The Humanities course at Key West High School is designed to provide instruction in three basic areas: 1. music (history and appreciation of), 2. Art and architecture, 3. Philosophy and world and classical literature.

It is taught by three teachers: one certified in art, one in music and one in English. The course has from between 70 to 90 students divided into three groups (ability grouped as closely as possible) who are assigned to each of the three teachers. The three groups rotate from teacher to teacher. The large group is brought together many times during the year for talks by specialists (both from the faculty and the community) and for special movies, listening sessions, etc.

Under this set-up the hardest teaching position to fill properly is the teacher who deals with the literature and philosophy taught in the course. This person should ideally be the coordinator of the efforts of the three teachers so that the course is not taught as separate areas but interwoven into one main course theme and objective.

We find that selling the students on taking the course as an elective is a job and we have to give it a special boost at registration time. We do this by appealing to students who like music and art, who like social studies, and who are going on to college to face a college level humanities course. In order to justify using three teachers (we do have the financial aspect always staring us in the face) we have to secure an enrollment of at least 70 kids.

The Humanities course is vital to our curriculum because:

1. Our college bound don't get enough of a background in world history. Humanities broadens this area.
2. Our community does not offer many cultural attractions or pursuits.
3. Too many times we stress only the money to be made from a good education and not the aesthetic aspects of a well rounded education.
4. For many of our terminal students it is the only time they will receive any instruction in these areas.

Please, let's don't get involved with special certification for Humanities. This would hamstring the program. You can have a good program by structuring it to fit the teaching abilities of your Humanities team.

APPENDIX E

QUESTIONNAIRE FOR TEACHERS OF HIGH SCHOOL HUMANITIES COURSES

Title of course (s) _____ NAME _____

Sept. '66 course enrollment _____ SCHOOL _____

Where there is a choice indicated please circle the appropriate number (s)

1. YOUR AGE? 1. 20-30 2. 31-40 3. 41-50 4. Over 50
2. YOUR SEX? 1. male 2. female
3. WHAT IS YOUR SUBJECT SPECIALTY? _____
4. WHAT DEGREES DO YOU HOLD? (please include dates) 1. _____ 2. _____ 3. _____
5. HOW MANY YEARS HAVE YOU TAUGHT? 1. 1-5 2. 6-15 3. Over 15 years
6. HAVE YOU TAUGHT HUMANITIES COURSES IN OTHER SCHOOLS? 1. yes 2. no
7. IF YES, WHERE? _____ WHEN? _____
8. HOW LONG HAS THE COURSE YOU ARE NOW TEACHING BEEN OFFERED? _____ years
9. HOW MANY SEMESTERS DOES THE COURSE COVER? 1. _____ 2. _____ 3. _____ 4. _____
10. IS IT OFFERED TO 1. freshmen? 2. sophomores? 3. juniors? 4. seniors?
11. TO WHICH OF THE FOLLOWING KINDS OF STUDENTS IS THE COURSE OFFERED?
 1. only college bound students 2. only the general student 3. only students with high grade-point average 4. open to all students
12. WHAT ARE THE REASONS WHICH PROMPTED YOUR SCHOOL TO OFFER A HUMANITIES COURSE?

13. WHAT SUBJECT AREAS ARE COVERED IN THE HUMANITIES COURSE YOU NOW TEACH? (please indicate approximate % of time devoted to each).
 1. literature _____ % 2. art _____ % 3. music _____ % 4. architecture _____ %
 5. Philosophy _____ % 6. history _____ % 7. dance _____ % other _____ %
14. HOW IS THE COURSE ORGANIZED FOR INSTRUCTION?
 1. team teaching 2. single teacher 3. single teacher with occasional assistance of subject specialist 4. _____

QUESTIONNAIRE FOR HIGH SCHOOL HUMANITIES TEACHERS (continued)

2

15. HOW IS YOUR HUMANITIES COURSE STRUCTURED IN ITS SUBJECT MATTER ORGANIZATION?

1. Historical 2. Thematically 3. Great Books 4. Great Figures 5. combination

16. IF HISTORICAL, WHICH OF THE FOLLOWING CULTURAL AREAS ARE INCLUDED?

1. Primitive man 2. Chinese 3. Indian 4. Babylon 5. Egyptian 6. Greek
7. Roman 8. Hebrew 9. Medieval 10. Renaissance 11. Baroque 12. Neo-
classical 13. Romantic 14. Modern (mid-nineteenth century to 1920) 15. Con-
temporary (1920 on) 16. Other _____

17. IF THEMATICALLY, PLEASE IDENTIFY THE ORGANIZING PRINCIPLES (THEMES) USED:

1. _____
2. _____
3. _____
4. _____

18. IF GREAT BOOKS OR GREAT FIGURES, PLEASE LIST SOME OF THOSE USED IN YOUR COURSE.

1. GREAT BOOKS _____

2. GREAT FIGURES _____

19. IF A COMBINATION, PLEASE DESCRIBE: _____

20. WERE YOU ONE OF THE ORIGINAL PLANNERS OF THE COURSE? 1. yes 2. no

21. WERE YOU ONE OF THE FIRST TEACHERS OF THE COURSE IN YOUR PRESENT HIGH SCHOOL?

1. yes 2. no

22. WHICH OF THE FOLLOWING KINDS OF STUDY MATERIALS DO YOU EMPLOY?

1. a textbook dealing with a combination of art, literature, music, etc.

2. a textbook in world literature 3. a textbook in the arts

4. a textbook in the history of music 5. no textbook (continued on page 3)

QUESTIONNAIRE FOR HIGH SCHOOL HUMANITIES TEACHERS (continued)

3

22. (Continued) 6. paperbacks or hardbacks selected for the course

7. special syllabus developed for your course 8. other _____

23. WOULD YOU LIKE TO HAVE AVAILABLE A STATE ADOPTED TEXTBOOK(S) FOR YOUR HUMANITIES COURSE? 1. yes 2. no

24. WOULD YOU LIKE TO HAVE AVAILABLE A "STANDARD" HUMANITIES COURSE OUTLINE AND TEACHER'S GUIDE? 1. yes 2. no

25. IS YOUR HUMANITIES CLASSROOM EQUIPPED WITH ANY OF THE FOLLOWING:

1. blinds for darkening room 2. record player 3. movie screen 4. movie projector 5. slide and/or film-strip projector 6. tape recorder 7. opaque projector 8. overhead projector 9. none of these

26. IF YOUR HUMANITIES CLASSROOM IS NOT EQUIPPED WITH THE ABOVE AUDIO-VISUAL AIDS, DO YOU HAVE ACCESS THROUGH YOUR AUDIO-VISUAL DEPARTMENT TO: 1. a darkened room? 2. record player? 3. movie screen? 4. movie projector? 5. slide and/or film-strip projector? 6. tape recorder? 7. opaque projector? 8. overhead projector?

27. DO YOU HAVE CONTINUOUSLY AVAILABLE IN YOUR HUMANITIES CLASSROOM ANY OF THE FOLLOWING? 1. slides 2. records and/or tapes 3. art reproductions

28. DO YOU HAVE ACCESS TO ANY OF THE ABOVE THROUGH YOUR SCHOOL'S AUDIO-VISUAL OR OTHER DEPARTMENTS? 1. slides 2. records and/or tapes 3. art reproductions

29. DO YOU HAVE ACCESS TO SUCH MATERIALS THROUGH YOUR SCHOOL FROM OTHER SOURCES? 1. yes 2. no

30. IF YES, PLEASE LIST WHAT AND FROM WHERE: _____

31. DO YOU HAVE A SPECIAL HUMANITIES BUDGET FOR RENTING FILMS AND FOR SECURING OTHER CLASS MATERIALS? 1. yes 2. no

32. DO YOU HAVE FACILITIES WHERE STUDENTS DURING STUDY PERIODS OR AFTER SCHOOL CAN: 1. look at art slides, reproductions 2. listen to records and/or tapes 3. none

QUESTIONNAIRE FOR HIGH SCHOOL HUMANITIES TEACHERS (continued)

4

33. CAN STUDENTS BORROW ANY OF THE FOLLOWING OVERNIGHT? 1. records 2. slides
3. art reproduction 4. none of these
34. DOES YOUR COURSE REQUIRE STUDENTS TO PARTICIPATE IN ANY OF THE FOLLOWING
"CREATIVE" ACTIVITIES? 1. painting 2. writing 3. playing an instrument
4. dance 5. other _____
35. DO YOU HOLD PERSONAL CONFERENCES ON HUMANITIES SUBJECTS WITH GROUPS OF STUDENTS
OUTSIDE OF CLASS? 1. yes 2. no
36. ARE ORGANIZED FIELD TRIPS A REGULAR PART OF YOUR HUMANITIES COURSE?
1. yes 2. no
37. IF YES, PLEASE DESCRIBE: _____

38. DO YOU AS A TEACHER ENGAGE IN ANY RELATED SCHOOL CULTURAL ACTIVITY (SPONSOR OF
DRAMA, ETC.)? 1. yes 2. no
39. IF YES, PLEASE DESCRIBE: _____

40. ARE YOU PERSONALLY INVOLVED IN ANY COMMUNITY CULTURAL ACTIVITY (DRAMA, ART, ETC.)?
1. yes 2. no
41. IF YES, PLEASE DESCRIBE: _____

42. DOES YOUR COMMUNITY OFFER CULTURAL RESOURCES SUCH AS: 1. Community Theatre
2. art exhibits 3. concerts of "classical" music 4. literary discussion
groups 5. community library 6. special lecture series Other _____
43. DOES YOUR HUMANITIES CLASS SPONSOR ANY CULTURAL PROJECTS IN THE SCHOOL?
1. yes 2. no

QUESTIONNAIRE FOR HIGH SCHOOL HUMANITIES TEACHERS (continued)

5

44. IF YES, PLEASE DESCRIBE _____

45. DOES YOUR HUMANITIES CLASS SPONSOR ANY CULTURAL PROJECTS IN THE COMMUNITY?

1. yes 2. no

46. IF YES, PLEASE DESCRIBE _____

47. IN YOUR OPINION, WHAT ADVANTAGES OR VALUES TO THE STUDENT ARE REALIZED IN A
"HUMANITIES" COURSE WHICH ARE NOT USUALLY REALIZED IN A MORE TRADITIONAL DEPART-
MENTAL COURSE? _____

48. WHAT PROBLEMS DO YOU FIND IN OFFERING A HUMANITIES COURSE? (student attitude,
library deficiencies, lack of audio-visual equipment, administrative, inad-
equacies or insufficiencies in your own professional preparation, etc.)

Return to: ROBERT D. MILLER, DIRECTOR
GRADUATE HUMANITIES PROGRAM
THE FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA 32306

USE REVERSE SIDE FOR ADDITIONAL COMMENTS

APPENDIX F

TEACHER'S QUESTIONNAIRE: TABULATION

# of Teachers named by Principals (School Questionnaire, item 4, tabulation page)	134
# of Teachers Replying	104
% of Teachers Named by Principals Replying	77.5%
# Schools Offering Humanities Course	86
# Schools from which Teacher replies were received	78
% of Schools offering Humanities courses from which teacher replies were received	90.7%
1. What is your age?	
20-30	28
31-40	31
41-50	24
Over 50	15
2. What is your sex?	
Male	52
Female	52
3. What is your subject specialty? (All teachers - 104 from 78 schools)	
English (English Literature, American Literature)	46
Music and Music Education	31
History (Social Studies)	17
Art and Art Education	13
Speech and Drama	7
Philosophy and Logic	5
Latin and Greek	4
Spanish	4
Political Science	3
Humanities	2
Psychology	2
Sociology	1
Journalism	1
Guidance	1
What is your subject specialty? (Team teachers - 38 teachers from 20 schools)	
English, (English Literature, American Literature)	13
Music and Music Education	12
Art and Art Education	8
History and Social Studies	5
Speech and Drama	3
Political Science	2
Psychology	2
Philosophy and Logic	2
Latin and Greek	1

What is your subject specialty? (Single Teachers - 66 teachers from 58 schools)		
English (English Literature, American Literature)		33
Music and Music Education		19
History (Social Studies)		12
Art and Art Education		5
Speech and Drama		4
Spanish		4
Latin and Greek		3
Philosophy and Logic		3
Humanities		2
Political Science		1
Sociology		1
Journalism		1
Guidance		1
4. What degrees do you hold?		
Bachelors		57
Masters		45
Doctors		2
5. How many years have you taught?		
1-5		33
6-15		42
over 15		29
6. Have you taught Humanities in other schools?		
yes		10
no		70
7. If yes, where? *		
Pennsylvania; West Virginia; Ohio; St. John's River Junior College; Escambia High School; Florida Southern; Tampa University; Daytona Beach Junior College; U. of South Florida; Gibbs Junior College; Boca Ciega High; Westview Junior High		
8. How long has the course you are now teaching been offered? See Tabulation, School Questionnaire, #2a, page 53		
9. How many semesters does the course cover? See Tabulation, School Questionnaire, #2b, page 53		
10. Is it offered to		
Freshmen		2
Sophomores		3
Juniors		36
Seniors		73

*Two teachers taught in two other places previously.

11. To which of the following kinds of students is the course offered?
 1. only college bound students 12
 2. only the general student 0
 3. only students with high grade-point average 14
 4. open to all students 50
12. What are the reasons which prompted your school to offer a Humanities course?
 1. Difficulties at the college level
 2. Satisfy the need for cultural thinking
 3. Opportunity to become acquainted with music, literature, arts, and philosophy of the Western World
 4. Help students understand themselves and their environment
 5. Need for more senior social studies
 6. Initiated after last evaluation by a state team
 7. Meet a need in curriculum
 8. Students' cultural interests are developed through aesthetics, logic, ethics, and appreciation of artistic endeavors and achievements
 9. Teachers' influence
 10. Need for student exposure to the arts
 11. Materials made available
 12. Principal wanted to broaden curriculum
 13. Interest in world literature
 14. Depth study of art, music, philosophy
 15. Educational need
 16. Student request
 17. Enrich lives of students from culturally deprived homes
 18. Challenge to superior students
 19. Concept of structure similarities in Art Forms
 20. County wanted a pilot structure - set up to be history oriented
 21. Teach by ideas rather than by memory
 22. Required by the state
 23. Enrich terminal students
 24. Basic concepts of value judgments
 25. Teacher's participation in the John Hay Fellows Program
 26. Need for cultural subject
 27. Allows a number of senior electives to be chosen from - no stereo-typed English IV program
 28. Need for background in classical materials and in depth reading
 29. Utilize the training of teachers
 30. Decided by the English Department that all high school students should be introduced to the Humanities
 31. Broaden cultural heritage
 32. Familiarize the students with the cultural innovations of various cultures which have led to our civilization in the western world
 33. To coordinate information gained in other classes
 34. Elevate the cultural experiences
 35. Necessary to become accredited
 36. Fill a void of cultural activity in the community

13. What subject areas are covered in the Humanities course you now teach?
(Please indicate approximate % of time* devoted to each)
*% of time spent not able to be tabulated because of incomplete response

(by all teachers - 78 schools)

1. literature	68 schools*
2. art	75
3. music	76
4. architecture	54
5. philosophy	65
6. history	51
7. dance	18
8. other: drama (in addition to listing of literature)	8
religion	7
psychology	3
anthropology	2

(by team teaching - 20 schools)

1. literature	15 schools
2. art	18
3. music	18
4. architecture	10
5. philosophy	15
6. history	9
7. dance	4
8. other: drama (in addition to listing of literature)	5
religion	2
psychology	1
anthropology	1

(by single teaching - 58 schools)

1. literature	53 schools
2. art	57
3. music	58
4. architecture	44
5. philosophy	50
6. history	42
7. dance	14
8. other: drama (in addition to listing of literature)	3
religion	5
psychology	2
anthropology	1

14. How is the course organized for instruction?

1. team teaching	20 schools*
2. single teacher	30
3. single teacher with occasional assistance of subject specialist	29

*One school reports one class team taught, another single teacher taught

15. How is your Humanities course structured in its subject matter?

(all schools - 79)

1. Historically	26 schools
2. Thematically	6
3. Great Books	0
4. Great Figures	0
5. Combination	47

(team teaching - schools - 20)

1. Historically	2 schools
2. Thematically	3
3. Great Books	0
4. Great Figures	0
5. Combination	15

(single teaching - schools - 59)

1. Historically	24
2. Thematically	3
3. Great Books	0
4. Great Figures	0
5. Combination	32

16. If historical, which of the following cultural areas are included?

(team teaching - schools - 20)

1. Primitive Man	10 schools
2. Chinese	6
3. Indian	6
4. Babylon	7
5. Egyptian	9
6. Greek	15
7. Roman	13
8. Hebrew	8
9. Medieval	11
10. Renaissance	13
11. Baroque	11
12. Neo-classical	12
13. Romantic	11
14. Modern (mid 19th. century to 1920)	12
15. Contemporary (1920 on)	12
16. Other: South American and Mexican	1

16. (single teaching - schools 58)

1. Primitive Man	31 schools
2. Chinese	12
3. Indian	15
4. Babylon	22
5. Egyptian	36
6. Greek	50
7. Roman	44
8. Hebrew	32
9. Medieval	42
10. Renaissance	45
11. Baroque	35

16. (continued)
 12. Neo-classical 35 schools
 13. Romantic 41
 14. Modern (mid 19th. century to 1920) 39
 15. Contemporary (1920 on) 39
 16. Other: Minoan, Mycenaean civilizations 1
 - Pre-Columbian 1
 - Americas and Pacific Cultures 1
 - Assyrian Hebrew 1

17. If thematically, please identify the organizing principles (themes used).
(By team teaching)
 1. Modern Man and His Discontent
 2. Greek Concepts of Man 2
 3. Neo-classicism, Romanticism, Impressionism, etc.
 4. Social Consciousness As Seen From Art Forms
 5. Architecture
 6. War 2
 7. Utopian - Anti-Utopian
 8. Family 2
 9. Religion
 10. Education
 11. Economics
 12. Self
 13. Man's Search for Freedom
 14. Concept of Justice
 15. Reading Excerpts of Originals
 16. The Ways Man Relates to Himself, Finds Meaning 2
 17. Hedonism, Pursuit of Pleasure
 18. Man and Supernatural
 19. Man and Nature
 20. Man and Society
 21. Man and Evolution
 22. In drama section we progress through the evolution of drama chronologically with the evolution of man, stressing the interrelation of cultures.

17. If thematically, please identify the organizing principles (themes used).
(By single teaching)
 1. Man and His Values
 2. Course opens with a types and problems approach to philosophy
 3. Thematic approach to Utopia
 4. Thematic approach to man's freedom - based on rights of man in nature from Magna Charta through 1964 Civil Rights
 5. The tragic tradition in literature
 6. Cultural epoch philosophy of history
 7. Background, medium, organization and style and judgment
 8. Judeo-Christian civilizations 1 semester; non-Judeo Christian, i.e., Greek, Roman, etc. 1 semester
 9. Family and love relationships; search for meaning in life; search for liberty and justice; science and society; search for happiness and an ideal life

17. (continued)

10. Racial heritage (Biological); Literary Heritage (artistic); Religious Heritage; Political Heritage
11. The music part is handled chronologically, starting with Palestrina
12. Patterns (Forms of Writing); Major religious concepts
13. Short stories; drama; novel
14. Music: Growth of musical forms; styles of music through the ages; masterpieces of music; current trends in music

18. If Great Books or Great Figures, please list some of those used in your course.

(team teaching)

Great Books Used:

1. Aristotle - Poetics
2. Durant - Our Oriental Heritage; Life of Greece; Ceaser and Christ
3. Great Playwrights
4. Apology, Republic, Medea, Aeneid, The Illiad, The Odyssey, Inferno
5. Picture of Dorian Grey, Greek Tragedies, Spoon River Anthology
6. Oedipus Rex, Cyrano De Bergerac, Crime and Punishment
7. Utopia, The Prince, Return of the Native, Moby Dick, Looking Backward, Brave New World, 1984, Walden II
8. Greek Gods and Heroes
9. Our Town

Great Figures Used:

1. Michelangelo, Socrates, Plato, Confucius, Mohammed, Lao-tze
2. Sophocles, Euripedes, Aeschuylus, Mill, Bentham, Epicures
3. Homer, Shakespeare
4. The Great Composers

18. (single teaching)

Great Books Used:

1. Plato's Dialogues
2. Shakespeare's The Tempest
3. Music: Palestrina, Bach, Handel, Mozart, Beethoven, Brahms, Wagner, etc.
4. The Inferno, Faust, Greek Plays, Fathers and Sons, The Adding Machine, Madame Bovary
5. The Illiad, The Aeneid, Plato, Herodoties
6. The Bible, Chaucer, Camus, Voltaire, Goethe, Dostoevsky, Tolstoy
7. Great Books of the Western World
8. The Harvard Classics
9. The Great Ideas Program
10. J.B., Job, Utopia, Hamlet, An Enemy of the People
11. The Story of Philosophy, Great Expectations, Ivanhoe, Idylls of the King, Hamilton, Moll Flanders, Pride and Prejudice
12. Art for the Family, Pioneer Art in America
13. Gilgamesh, Hunchback of Notre Dame, Thus Spake Zarathustra
14. Candide

18. (Continued)

Great Figures Used:

1. Sophocles, Socrates, Michelangelo, Da Vinci, St. Augustine
2. Aknaton, Nebuchadnezzar, Pliny, Homer, The Medici, Nietzsche
3. Khufu, Imhotep, Hammurabi, Sargon, Theseus, Pericles, Phideas
4. Epicurus, Socrates, Plato, Zeno, Descartes, Locke, Kant
Sartre, Camus
5. St. Thomas Aquinas, Spinoza, Bacon

19. If a combination, please describe:

(by team teaching)

1. We offer History, Civics, English, Art and Music.
2. A period of history is discussed including background, important literary figures and philosophers, and their works are read.
3. A focus is set - either an entire period in history or classification of art form such as neo-classicism, romanticism, impressionism. Each student does independent study.
4. We present a chronological organization plus a vertical structure of underlying themes; i.e., impressionism - Pompeii to the 20th. century.
5. My specific area is that of ethics and aesthetics. Writing of various periods is included but not necessarily chronologically.
6. Taught chronologically with a theme for periods with modern concepts compared - breaks for individual participation in art projects and a study of religions.
7. Take important sculpture, painting and architecture out of antiquity and associate with today.
8. Each of the three teachers involved teaches the course as they desire. Last year I taught from the standpoint of "What they should listen For". This year I plan to use the historical approach.

19. (by single teaching)

1. Books, films, tapes and various mediums of instruction are used.
2. Each subject teacher knows well in advance what books and materials each will use.
3. Philosophy, art, man's accomplishments and thoughts - seeking to help students discover themselves.
4. Mainly historical, emphasizing great contributions to our civilizations as individual human beings; thinkers, artists, etc. who reflect the age.
5. Areas of art, music, philosophy, literature and drama are taught via lecture daily. Field trips or movies are used as implementation.
6. We teach on figures and books and use one Greek play, one classic poem, etc. This is a survey course - not in depth.
7. I use The Search for Personal Freedom by Cross and Landow as the basic text.
8. We study in time sequences philosophies of great figures, also in music. I divide the course into areas - we go all the way through music, then architecture, then art, relating historical movements and great figures.
9. First semester - basic piano and development of music. Representative works on records; Great religions and what is a philosophy of religion; Socrates Dialogues, Republic, Ethics of Aristotle and Being and Nothingness by Sartre; Second Semester - History of Art - principally slides and movies - literature - mythology

19. (continued - single teaching)

10. The general organization in the first semester is historical emphasizing philosophy and theology. The second semester is devoted to a thematic study of twentieth century art forms.

* Five teachers supplied course outlines:

Miss Elizabeth Hunter - Forrest High School - Jacksonville

Miss Marian Love - Maynard Evans High School - Orlando

Mr. Carl Jansen - Fletcher High School - Jacksonville

Miss Margaret Ward - Lakeland Sr. High School - Lakeland

Mrs. Margaret Earwood - Belle Glade High School - Belle Glade

20. Were you one of the original planners of the course?

yes	76	73.8%
no	27	26.2%

21. Were you one of the first teachers of the course in your high school?

yes	80	77.0%
no	24	23.0%

22. Which of the following kinds of study materials do you employ?

- | | |
|--|----|
| 1. a textbook dealing with a combination of art, literature, music, etc. | 13 |
| 2. a textbook in world literature | 12 |
| 3. a textbook in the arts | 16 |
| 4. a textbook in the history of music | 19 |
| 5. no textbook | 45 |
| 6. paperbacks or hardbacks selected for the course | 65 |
| 7. special syllabus developed for your course | 30 |
| 8. other: | |
| 1. Metropolitan Seminars in Art | |
| 2. Philosophy outline prepared by teacher | |
| 3. Research and report method | |
| 4. The Search for Personal Freedom, Vols. I & II | |
| 5. Record series | |
| 6. Course syllabus for 201 & 202 Humanities, F.S.U. | |
| 7. Outlines from other schools | |
| 8. Copy of Humanities syllabus done by committee in Duval County | |
| 9. Mythology - Edith Hamilton | |
| 10. Our own personalized self-written learning activity package | |
| 11. Six or eight typed papers hitting one point - excerpts from Justice Douglas' Freedom of Mind | |

23. Would you like to have available a state adopted textbook(s) for your Humanities course?

yes	54
no	30
yes, if not required	11

24. Would you like to have available a "standard" Humanities course outline and teacher's guide?

yes	71
no	23
yes, if not required	6

25. Is your Humanities classroom equipped with any of the following?
1. blinds for darkening room
 2. record player
 3. movie screen
 4. movie projector
 5. slide and/or film strip projector
 6. tape recorder
 7. opaque projector
 8. overhead projector
 9. none of these
26. If your Humanities classroom is not equipped with the above audio-visual aids, do you have access through your audio-visual department to:
1. a darkened room
 2. record player
 3. movie screen
 4. movie projector
 5. slide and/or film strip projector
 6. tape recorder
 7. opaque projector
 8. overhead projector

Questions 25 and 26 combined.

X - yes to #25

* Numbers indicate # code for schools

0 - no to #26

[illegible]

#25 and #26 combined

* Numbers indicate a # code for schools

X - yes to #25

0 - yes to #26

	Blinds	Rec. Player	Movie Screen	Movie Proj.	Slide Proj.	Tape Rec.	Opaque Proj.	Overhead Proj.	None of these
36.	X		X	0	0	X		X	
37.		X	X	X	X			X	
38.		X	X	X	0	X	0	0	X
39.		0	0	0	0	0	0	0	X
40.	X	X	X	X	X	X	X	X	
41.			X	X	X			X	
42.	X	X	X	X	X	X	X	X	
43.	X	0	X	0	0	0	X	0	
44.	X	0	0	0	0	0		0	
45.	0	0	0	X0	0	0	0	X	
46.	0	0	0	0	0	0			
47.	0	0	0	0	0	0	0	0	
48.									X0
49.		X	X	0	0		0	0	
50.	X	X	X	X	X	X	X	X	
51.	0	0	0	0	0	0			X
52.	X	X	X	X	X	X	X	X	
53.		X		X	X	X	X	X	
54.	X	X	X		X	X	X	X	
55.		X	X	X	X	X	X	X	
56.	0	X0	0	0	0	0	0	0	
57.		X	X	X	X	X	0	X	
58.	X	X	0	0	0	0	0	X	
59.	X	X	X	X	X	X	X	X	
60.	N. A.								
61.	X	X	X	X	X	X	X		
62.	N. A.								
63.	N. A.								
64.	N. A.								
65.	N. A.								
66.	N. A.								
67.	0	0	0	0	0	0	0		
68.	X	X0	X0	X0	X0	X	0	X0	
69.	0	0	X0	0	0	0	0	0	
70.	X0	0	0	0	0	0		0	
71.	0	0	0	0	0	0	0	X	
72.	X	X	X	X0	X	0	0	0	
73.	X		X	0	0	0	X	0	
74.	X0	X0	X0	X0	X0	X0	X0	X0	
75.	X0	X0	0	0	0	0	0	0	
76.	0	0	0	0	0	0	0	0	X
77.	X	0	X0	0	X0	X0		0	
78.	X0	0	X	0	0	0	0	0	
79.	X	X	X	X	X		X	X	
80.	X	X	X	X	X	X	X	X	
81.		X	0	0	0			0	
82.	X	X	X	X	X	X	X	X	
83.	X	X	X	X	X	X	X	X	
84.	0	X	0	0	0	X	0	0	
85.	0	X	0	0	X	0	X	0	
86.	0	0	0	0	0	0	0	0	
87.	X	X	X	X	X		X	X	

27. Do you have continuously available in your Humanities classroom any of the following?
1. slides 51
 2. records and/or tapes 57
 3. art reproductions 63
28. Do you have access to any of the above through your school's audio-visual or other departments?
1. slides 56
 2. records and/or tapes 60
 3. art reproductions 63
29. Do you have access to such materials through your school from other sources?
- yes 83
- no 12
30. If yes, please list what and from where:
1. My own library and record collection
 2. Art reproductions from art department. Slides, records and films from other teachers and films from county
 3. County library
 4. County office
 5. Slides - National Gallery of Art
 6. My own travel slides of Europe, Hawaii, Mexico, South America, Canada and Alaska
 7. F.S.U. Bootstrap at Elgin; Okaloosa-Walton Jr. College
 8. U. of Fla. audio-visual center
 9. Audio-visual center
 10. Art and music supervisors, Jacksonville University, Museums
 11. North Florida Junior College
 12. F. S. U. Film Lab
 13. University of South Florida
 14. Art resource teacher
 15. Plays at various local colleges
 16. Britannica Films
 17. Bell Telephone - Ringling Museum - Gulf Coast Art Center
 18. Pensacola Art Center
31. Do you have a special Humanities budget for renting films and for securing other class materials?
- yes 40
- no 64
32. Do you have facilities where students during study periods or after school can:
1. look at art slides, reproductions 28
 2. listen to records and/or tapes 35
 3. none 63

33. Can students borrow any of the following overnight?
 1. records 33
 2. slides 13
 3. art reproductions 20
 4. none of these 62

34. Does your course require students to participate in any of the following "creative" activities?
 1. painting 24
 2. writing 40
 3. playing an instrument 8
 4. dance 6
 5. none 32
 6. other:
 1. Pantomime
 2. Drama
 3. Sculpture
 4. Some creative work in any of the above forms
 5. Singing
 6. Illustrations

35. Do you hold personal conferences on Humanities subjects with groups of students outside of class?
 1. yes 48
 2. no 54

36. Are organized field trips a regular part of your Humanities course?
 1. yes 48
 2. no 54

37. If yes, please describe:
 1. Plays and concerts
 2. Asolo Theatre Festival
 3. Chipola Junior College plays, exhibits and concerts
 4. Symphony orchestra
 5. Miami Repotory Co. - University of Miami
 6. F.S.U. Theatre Season Tickets - N.Fla. Jr. College Artist Series
 7. New York in the spring - individual museum and performance trips
 8. U. of Fla. plays
 9. Visit different representative types of architecture in our area
 10. Ringling Art Museum and selected movies
 11. Winter Park Sidewalk Art Festival; Bach Festival
 12. Cahtedral Tour
 13. Each student is required to attend one event of "cultural significance"
 14. Pappas' Restaurant for Greek banquet following unit on Greek study
 15. We visit a Greek Orthodox Church

38. Do you as a teacher engage in any related school cultural activity (sponsor of drama, etc.)?
1. yes 65
 2. no 37
39. If yes, please describe:
1. Masque and Cavel Club - speech and drama
 2. Director of Music
 3. Art Club - scenery - operetta
 4. School literary magazine
 5. Adult Painting Class - Adult Education Program
 6. Chorus Director
 7. Band Director
 8. Sponsor National Honor Society
 9. Tombstone Rubbing Research of early Florida history and culture. We plan a book on this.
 10. Senior play director
 11. Humanities Club - largest extra-curricular group in school - sponsor of "brain team"
 12. Sponsor of school paper
 13. Sponsor of year book
 14. Sponsor of Junior Classical Association
 15. Lead Great Books Group for honors students
 16. Foreign Language Activity Club
40. Are you personally involved in any community cultural activity (drama, art, etc.)?
1. yes 51
 2. no 49
41. If yes, please describe:
1. Professional musician
 2. Art club - church choir
 3. Direct vocal group
 4. Taking a Humanities course at N. Fla. Jr. College
 5. Moderator for Joe Berg Seminar
 6. Lead Great Books Group
 7. Library work
 8. Chairman of Humanities Committee for Florida Art Education Assn.
 9. Social anthropology group which takes study tour every other year
42. Does your community offer cultural resources such as:
1. Theatre 77
 2. Art exhibits 82
 3. Concerts of classics 77
 4. Literary discussions 53
 5. Community library 86
 6. Special lecture series 43
 7. Other:
 1. Opera Guild
 2. Ballet

43. Does your Humanities class sponsor any cultural projects in the school?
1. yes
 2. no
- 21
78
44. If yes, please describe:
1. Greek Play presented as Senior Play
 2. Special Christmas program
 3. Literary magazine
 4. Each member of class works out a project which is on display in school library for one week
 5. Lyceum program of cultural assemblies
 6. Annual band concert
 7. Asolo Theatre is coming to present a program of drama
 8. Perform short plays - rewritten from one period to another
 9. A piano concert given to raise funds
 10. One assembly program
45. Does your Humanities class sponsor any cultural projects in the community?
1. yes
 2. no
- 5
95
46. If yes, please describe:
1. Projects given through PTA
 2. Adults invited to lyceum program of cultural assemblies
 3. Annual band concert
 4. Art exhibit
47. In your opinion, what advantages or values to the student are realized in a "Humanities" course which are not usually realized in a more traditional departmental course?
1. Broader understanding of life
 2. Better understanding of the development of western culture
 3. Acquiring valuable factual information of six eras in cultural history
 4. Freedom of discussion and investigation
 5. First exposure to lecture type courses requiring note taking
 6. Using the historical approach students discover for themselves how the various fine arts are correlated and how they reflect their respective historical and social periods
 7. Graduating students acquire background in art and music and apply knowledge at college level
 8. Relating art to the ideas and ideals of man
 9. Emphasizes individual research and creativity
 10. A correlation of literature, art, architecture, music with depth studies in each
 11. Challenge to creative thinking
 12. Realize man in his total environment (not segmented)
 13. Preparation for life - variety of cultural backgrounds
 14. Buttresses, adds to and fills in where the English curriculum is unwilling to go

47. (continued)

15. Increases the cultural perspective which imparts a useful valuation of our culture.
16. Allows a person to be more than a statistic - thinks about who he is, what is life, who is God
17. An awareness of man as a creator
18. A development of personal taste
19. Awareness of diverse attitudes concerning universal issues
20. See value of the past in comparison with contemporary times
21. Search for truth and beauty
22. Study controversial subjects, not just facts
23. Increase in sensitivity toward other races
24. Personal identity
25. No pressure of "covering material"
26. Students allowed to form an opinion without fear of being penalized
27. Draw together various pieces of knowledge and concepts into a framework which shows development of Life of the Mind
28. Allows culturally deprived to "think about beauty, truth, philosophy, and the meaning of life"
29. Show "oneness of man"
30. Instill an appreciation of the spiritual and intellectual attainments
31. Confronted with the best of man's accomplishments
32. Discovery of our religions and philosophical beliefs
33. Awareness of culture
34. See relationships between the disciplines and learn to study in depth
35. Inspires students to seek culture, understanding and enlightenments as their just heritage
36. Variety of exposure to the arts
37. Values of cultural and artistic efforts become more discerning and more encompassing
38. More "carry over" to later life
39. Emphasis on appreciation and enjoyment
40. Relationship of various aspects in regards to their historic evolution
41. Makes them aware of their shortcomings in related fields to the Humanities in drawing parallels with the development of man and the sociological, economic and political ramifications involved in every day subject matter
42. Ethnocentricity

48. What problems do you find in offering a Humanities course? (student attitude, library deficiencies, lack of audio-visual equipment, administrative, inadequacies or insufficiencies in your own professional preparation, etc.)
1. Teacher is insufficiently prepared to teach such a course
 2. Failure on the part of the student to be able to apply some things previously learned
 3. Lack of time for additional study - too much emphasis on general concepts
 4. Materials are very inadequate - no books, prints, or records except own

48. (continued)

5. Lack of a real team approach
6. Library deficiencies
7. Lack of a good text (state adopted)
8. Lack of funds for purchasing "survey" books
9. Leading the students to discover the relationship between art forms and art periods
10. No guidelines
11. Audio-visual equipment needs replacing or is lacking altogether
12. No time allowed for trips
13. Too many students in one class
14. Inflexible schedule
15. Cultural environment is lacking at home
16. Music library is limited
17. Difficulty in making a valid test
18. Students are illogically grouped together
19. Difficulty in scheduling speakers
20. Need for a two year course
21. Not subsidized by the school
22. Not enough time for individual attention
23. Lack in student's background
24. Difficulty in getting a student to think - not always in terms of a "correct" answer
25. No one is willing to actually support the independent study program. This leaves a great load on the teacher.
26. Too much laxity in the attitude of Florida students regarding academic excellence. Junior Colleges are too easy to get into.
27. Course could well be a two-hour course.
28. Principal did not allow course to be set up as originally planned by the teachers, and as a result, is a disappointing course
29. Has become a dumping ground for various problems
30. Have a guidance problem, whereby a new guidance counselor scheduled a number of low ability students into humanities not realizing that the majority of students were taking it for college preparation.
31. Problems (money, time, transportation, red tape) of utilizing local facilities such as museums, concerts, lectures
32. Lack of cooperation and understanding on the part of school officials

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Title: AN ANALYSIS OF HIGH SCHOOL HUMANITIES COURSES IN FLORIDA

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Institution: The Florida State University, Tallahassee, Florida

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Duration: May 1, 1966 to May 31, 1967

SUMMARY

BACKGROUND

Those interested in high school curriculum development were aware that within recent years Florida High Schools in increasing number were introducing special courses designated "Humanities", or developing "enriched" humanities-type departmental courses. Aside from a reporting by grade of Humanities enrollments, no information was available as to how many high schools, and which ones, had introduced Humanities or humanities-type courses. It seemed worthwhile to determine the number and location of schools offering these courses. Since no "certification" requirements have been established for these courses, no State developed course outlines and/or teacher's guides exist, no State adopted textbooks have been listed, and no teacher training institution had identified a humanities education specialist, or developed a humanities methods course, it seemed educationally significant to identify in this "grass roots" curriculum development all relevant data regarding these courses.

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OBJECTIVES

1. To determine accurately by complete survey (a) the extent and (b) the type of humanities courses offered (and being planned to be offered) in the State of Florida.
2. To determine the factors which have led to the establishment of such courses.
3. To determine the types of instruction used in such courses, and provide some assessment from the vantage of (a) principals, and (b) teachers, of the effectiveness of these types of instructions.
4. To determine the "content" of all courses offered so that common problems can be identified.
5. By determining the actual use of special facilities (library, audio-visual, Educational TV, and community) in humanities instruction, coupled with teachers' comments regarding such facilities, to provide some assessment of minimum desirable, and optimum facilities requisite for satisfactory instruction.
6. By determining the actual formal and informal preparation of the teachers now engaging in such instruction to suggest some guide lines which the State Department of Education might use for possibly establishing certification of such teachers, and which advisors of students preparing to teach such courses might use in counselling.

PROCEDURE

To determine the number and location of schools offering a Humanities and/or a humanities-type course, a questionnaire was sent to the principal

of every high school in the State offering courses through the 12th. grade. This questionnaire was designed to give us information regarding the size of the school (as measured by the number of June 1966 graduates), whether a Humanities designated course was offered in September 1966, and if so, for how long it had been offered, whether a humanities-type course was offered, and the names of the teachers who instructed the Humanities and/or the humanities-type course. We were able to secure a positive response from every one of the principals of the 344 high schools.

Two other questionnaires were developed. One was sent to each of the 86 principals who had identified his school as one offering a Humanities designated course. The other was sent to each one of the 134 teachers who were identified by their principals as instructing a Humanities designated course. The questionnaire to the principals was designed to secure information regarding administrative attitudes towards the establishment of the course, the value of the course, the favored method of instruction, the availability of teachers, etc. We received completed questionnaires from 82 of the 86 principals. The questionnaire to the teachers was designed to secure information regarding the teaching and educational experience of each teacher, the subject areas included, the organization of the materials, the type of instruction employed, the facilities, equipment and supplies used and the problems encountered in teaching the course. Completed questionnaires were returned by 104 of the 134 teachers.

RESULTS

1. During the past ten years Florida's high schools in increasing numbers have introduced Humanities and/or humanities-type courses. The development of these courses in Florida is paralleled to some degree in other states. Developments in Florida and elsewhere may probably be related to the post-Sputnik concern for rethinking and strengthening the high school curriculum.

86, or 25 per cent, of the 344 Florida High Schools offered in September 1966 a course designated Humanities. 51, or 15 per cent, of the other high schools offered a humanities-type course. At least one high school in 46 of Florida's 67 counties offered either a Humanities or a humanities-type course. Seven schools reported offering a Humanities course previously, but were not offering the course in September 1966. Eight schools reported planning to offer a Humanities course in 1967. In four of these schools the Humanities course will be a redesignation of an existing humanities-type course.

Apparently the first Humanities course was introduced in 1957. By September 1962, 13 schools were offering the course. By September 1964 37 schools were offering the course. More than half of the courses, 47 were introduced in either 1965 or 1966. Enrollment in these courses (with 16 schools not reporting) was 5511.

The size of the school is clearly a factor in offering the course. Of schools reporting on the number of June 1966 graduates, 22 of those graduating fewer than 50 offered a Humanities or humanities-type course, while 82 schools of this size offered neither type. On the other hand,

40 schools with a graduating class of over 400 offered one or the other type of Humanities courses, while only 17 reported offering neither type.

2. The development of Humanities and humanities-type courses in Florida was essentially an uncoordinated effort of the individual schools to meet local problems and needs of their students. With an ever greater percentage of high school graduates entering junior colleges, colleges, or universities, it is not unexpected that one of the most frequently expressed reasons for introducing the course was a better preparation for the (required) college courses, not only as to content, but through the Humanities course to introduce to the student in larger degree than in other courses, formal lectures, essay examinations, and independent study. The general student was not totally ignored. Some schools did and do attempt to develop the course primarily for the non-college bound. Most of the courses are, however, open to all students, and are elected largely by students in their final high school year.

Both administration and teachers expressed interest in developing the Humanities course. In some instances student interest was a factor in the decision. Since the course was locally developed and stimulated by administrative, teacher, and student interest, it is not unexpected that the principals and teachers expressed a high degree of satisfaction with the operation of the course. However, "critical" replies were received from two teachers. These were directed not to the idea of the course, but to either the mechanical organization of the course, or to administrative failure to live up to a presumed commitment.

3. The Humanities designated courses are all elective. There was little expression of opinion that they should be required. Eight are for

one semester only. 13 schools permit election for one or two semesters. By far the largest number, 65, are for full year election only. 71 of the courses are available for juniors and seniors only. While more than half of the courses, 44, are elective for all students, 37 other courses are identified primarily for college-bound students, and only five courses are identified as elective for general students. Three schools offer separate sections for the college-bound and general students.

4. In 29 schools the Humanities course is taught by a single instructor. In 29 other schools, the instructor reports he has the occasional assistance of a subject specialist. Only 20 schools report using the team approach in instruction. The size of the school seems to be a factor in utilizing the team approach. One half of the team teaching schools are in the over 400 graduates category, while less than one third of the single teacher schools are. There is question whether the concept of team teaching is understood. Eight of the 20 schools reporting "team-teaching" used a "rotation" system among three instructors with no coordination between the instructors explicitly stated in two of these eight instances.

The principals by a large majority favored the team-approach on theoretic grounds of quality of instruction. A minority favored, also on theoretic grounds, the single teacher approach because of a greater unity in organization and presentation of the study materials. Comments from 12 principals indicated that this decision was a practical one which depended upon availability and training of the teachers.

5. One third of the Humanities courses are structured historically, and all but two of these courses are single teacher taught. A thematic organization is found in six courses (evenly divided between team and

single teacher instruction). No course apparently uses a Great Figure or Great Books approach exclusively. More than half of the courses use a combination of structures. These courses usually have an "historical" approach, with certain "themes", Great Figures, and Great Books, being emphasized as appropriate. The Greek, Medieval, Renaissance, and Modern and Contemporary were cited, not unexpectedly, as the most frequently studied cultural periods.

The Humanities courses are nearly all comparatively new. The approach to these courses is strongly exploratory and experimental. The content and the structure of the courses are changing as teachers gain more experience with them. The courses, with their rich range of variations, must be thought of as developing in each school situation out of the special capabilities of faculty, physical facilities available, and presumptions of student needs and interests.

Teachers responded strongly in favor of having available State adopted textbooks and a State developed "standard" course outline and teacher's guide. However, it was quite clear from additional comments that these teachers wanted these aids "available", but do not want to be obliged to follow them "slavishly".

6. Both principals and teachers seem well satisfied with the Humanities course. Student response (as reported by principals and teachers) seems quite favorable, also. Most of the teachers report having available the needed audio-visual equipment. However, needed supplies, books, records, tapes, films, slides and art reproductions are not adequate. Many teachers reported using books, records, and slides from their own libraries and collections. Many reported purchasing special needs from their personal funds. Basic

facilities such as large lecture rooms were not always available. Field trips to Museums or Art Galleries could not be scheduled because of inflexible rules. Time was not allotted for planning the course, nor was provision made for the additional class preparation required for the course. Perhaps because the Humanities course was new and its place in the total curriculum not yet clearly established, many teachers mentioned the problems created by poor grouping of students, and by uninformed counselling advice to students.

7. The teachers of the Humanities courses are all fully certificated (though not in the Humanities) and experienced. They are evenly divided as to sex. 45 of the 104 responding teachers have their master's degree, and two the doctorate. 33 have been teaching five years or less. 42 have taught six to 15 years, and 29 have taught more than 15 years.

English is the subject speciality reported by 46 teachers, Music by 31, and Art by 12.

Many teachers indicated in one way or another that they were partially, at least, unprepared to teach an interrelated Humanities course. Teachers volunteered information that they were buying books, records, taking trips, etc. at considerable cost in time and money to better prepare themselves for such instruction. Nevertheless, there were a great number of volunteered responses which indicated that the teachers feel the course a stimulation to themselves personally, and a challenge which they accepted enthusiastically. Undoubtedly, the enthusiasm and great personal effort which the teachers put into the course is related to the fact that 75 per cent of the responding teachers were one of the original planners and teachers in the course. As these courses become established and new teachers must be recruited to staff

them, the great amount of time and money spent by the present teachers preparing themselves to teach this course cannot be assumed.

71 of the principals stated that they did not believe that there was available an adequate supply of trained teachers for the Humanities course. And of the 10 who stated that there was an adequate supply several qualified their statement by asserting that no shortage existed in their school system. 23 principals felt that the State should establish certification requirements for Humanities teachers. A few wrote strongly against the establishment of certification requirements. Most of the principals felt that in-service training programs, workshops, or summer institutes should be set up to meet the need.

CONCLUSIONS AND IMPLICATIONS

1. Careful study would seem to be needed to be made of the place and function of a Humanities course in the high school curriculum. A substantial percentage of Florida's high schools apparently have felt in introducing this type of course that it met needs not satisfied by the traditional departmental courses. Is this a need present in all high schools? If so, should all high schools attempt to meet it? Is this a need only of a special group of students, e.g., the college-bound, or terminal, the culturally advantaged, or culturally disadvantaged, the verbally or non-discursive oriented?

2. Consideration at appropriate levels should be given to the "content" of Humanities courses. If this type of course should continue to be widely used, and introduced into a greater number of high schools, should a "standard" course outline or outlines, be prepared at the State level? Should a teacher's

guide or guides, be developed? If some "standard" outlines are prepared, will this make easier the "adoption" by the State of textbooks and study materials which the teachers report they need? On the other hand, would "standardization" adversely affect the freedom which schools so far have had to develop a course recognizing (as many seem to) the special needs of the local student, the special abilities of the local teachers, and the special advantages, if any, found in the local community? Furthermore, consideration should be given, also to the part scheduled periods for "creative" activities should have in a Humanities course.

3. Serious consideration must be given to appropriate methods for presenting the Humanities course. The single teacher approach has obvious advantages of unity of approach, coordination of materials, efficient use of class time, and constant opportunity for developing interrelationships. This approach, however, places almost impossible demands on the teacher. The team teaching approach, on the other hand, does make less stringent demands on breadth of training of each teacher, but creates problems of coordination of instruction, of scheduling lectures and discussion sessions, and of necessary physical facilities.

4. Consideration should be given to the special needs (facilities, equipment, supplies, library resources, student borrowing privileges of "art" materials, provisions for scheduling guided visits to museums and art galleries, and student attendance of plays and musical events) of a Humanities course before establishing or approving such a course in any high school.

5. Most important of all, serious consideration must be given to the problem of preparing adequately trained teachers for interrelated Humanities

courses, with more planning to establish such courses, suggests that teacher training institutions should recognize the need for trained teachers by broadening existing programs at both the undergraduate and graduate levels, and by establishing "method" courses which will provide the prospective teacher with the necessary background and understanding of techniques for instructing the course. The counties, the State Department of Public Instruction, and/or the Universities should consider sponsoring in-service training programs, summer workshops and full-year fellowship programs for Humanities teachers. Certainly the State Department of Public Instruction will need to consider whether the establishment of some kind of "certification" requirements for teachers of Humanities has not become necessary.